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Devoted to the Interests of School Boards, Superintendents,  
School-Business Officials, and School Architects



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<i>School Law</i> : July, 74; August, 55; September, 60; November, 60; December, 50.	
<i>Teachers and Administration</i> : September, 58; October, 70; November, 56.	
<i>Teachers' Salaries</i> : July, 58, 60, 61; August, 59; September, 68; November, 63; December, 52.	



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JUL 2 1941

# THE AMERICAN School Board Journal

A Periodical of School Administration.

JULY, 1941



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# THE AMERICAN School Board Journal

JULY,  
1941

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## THE SIZE OF SCHOOL BUSINESS AS BUSINESS

The question of the importance and cost of the country's system of popular education frequently comes to the fore. The disgruntled taxpayer is concerned with the dollar mark rather than the returns made by the dollar. The thoughtful citizen and the educator recognize the cause of education as a vital factor in the stability and perpetuity of the democracy.

The schools of the nation constitute a big business. They command something like forty per cent of the tax income of the several units that maintain and operate schools. Local government has other agencies which affect the safety and welfare of the people to maintain. They, too, cost money. But the larger slice of the public funds goes into the operation of the schools.

The school plant itself involves a vast capital investment. The professional workers therein must be compensated. Supplies and equipment must be provided. General care and maintenance are indispensable. The administrative control must be economical and efficient. The citizens entrusted with the management of a school system must be high-minded, capable, and loyal.

Thus, the members of a board of education, large or small, urban or rural, must be impressed with the fact that they are identified with a big business not only in the sense that it involves a large share of the tax tribute rendered by the community but that the community as an integral part must contribute to the stability and prosperity of the country as a whole.

THE EDITOR

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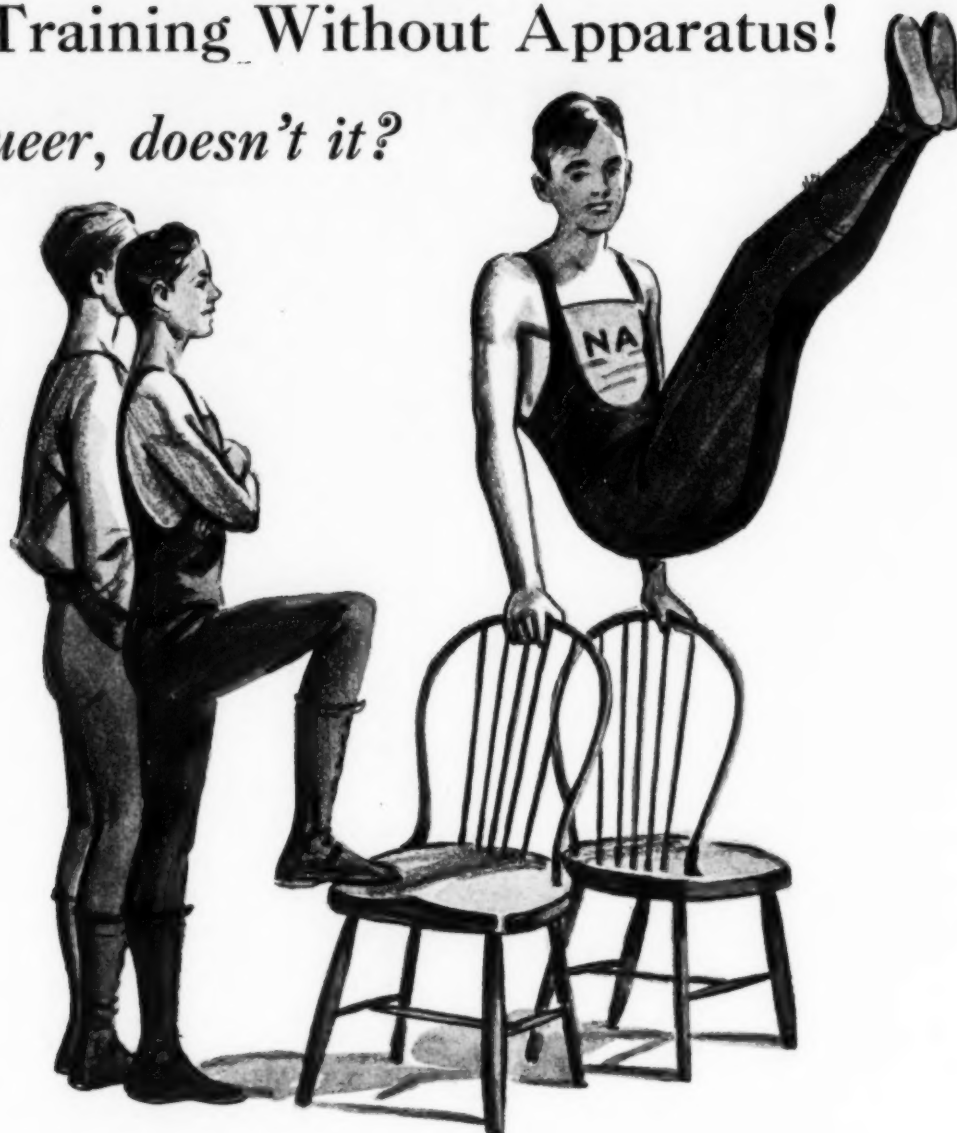
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# THE AMERICAN School Board Journal

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A BLOT ON THE SCROLL OF PATRIOTISM

# The Village School-Board Member

Frank Slobetz<sup>1</sup>

One of the finest examples of unselfish service in democratic processes of American life is the village school-board member. And our need for such service is probably the greatest in the nation's history. We could use more of it in other fields of public endeavor.

Although he receives commendation in reverse proportion to the criticism he encounters, the school-board member serves willingly without pay.

He serves as a layman, and as a layman he renders his best service. He becomes professional, if and when he does, because he does not understand. One of his chief assets is his common sense. The policies and regulations he enacts are the results of honest deliberations. He expects the professional staff to furnish the information he needs. Although legally he is empowered with legislative, executive, and appraisal functions, he exercises the first and third, and transfers the second to professional leaders—if and when he is convinced this can be done with competency. He realizes that he is a member of an organization in charge of the most significant single business in the community. He likes regular meetings held at a designated time and place convenient to him. He realizes that he exercises his authority as a member of the board when this body is actually in session and not individually outside of the meeting. Assailed as he is by pressure groups, he remembers his representative status, and makes no commitments outside of official meetings. Business that can be expedited by previously adopted policies he refers to professional people. This he realizes saves his time and avoids embarrassment.

## He Prefers Informality

He likes informality, but he will consider and adopt written bases for board business if he sees the need for them. He likes to receive advance notices of meetings; he likes also to receive in advance papers showing the nature of the agenda for the meeting, copies of minutes of previous meetings, financial reports, bills payable, etc.—even though he does not always read them.

The village school-board member enjoys the visits of applicants, but he employs no one without the administrator's recommendation. Once employed, he supports the executive as far as he deserves to be supported.

Well aware of his terminal responsibility in the matter, he nevertheless asks the chief executive to prepare a budget, and submit it for adoption. After its adoption, he charges the executive with the responsibility of administering the budget in

accordance with policies developed by the board.

He is interested in textbooks, but he realizes that the responsibility of recommending them rests with the professional staff.

Because he knows that standing committees tend to do work that is professional in nature, he frowns on them. And he is cognizant of the fact, too, that recommendations by such committees tend to be accepted per se.

However, he does not always approve the recommendations of the superintendent; this is a desirable situation because it tends to keep the professional leader's feet on the ground.

Some of his finest contributions come from the questions he raises about educational matters considered by educators to be settled and accepted as the last word; i.e., he may even ask why the ABC method in teaching reading has been discarded.

He has the peculiar knack of getting to the heart of the business, which is sometimes disconcerting, but which is really nothing more or less than scientific thinking.

He resents being "educated" and he is justified in this. He cannot be half professional and half layman. On the other hand, he is open to persuasion with facts.

## He Demands Accurate Records

He considers his biggest job that of selecting a competent superintendent of schools.

He and his associates keep or cause to be kept complete and accurate minutes of all meetings of the board.

In organizing the school, he relies upon the superintendent's recommendations because he feels that this is a professional job.

Faced with such a problem as leave of absence, he will do his part in determining the policy that is to be established; once established he leaves it to the administration.

He arrives at a decision with his associates regarding salary schedules, but first he studies the schedule prepared by the administrator. And after adoption, he expects the superintendent to carry it out. He figures that the reason a professional head of the system is employed is because he is needed.

The question of substitute teachers means for him the determination of a policy after enlisting the aid of the chief executive.

From experience, he has learned that it is wise to handle special pupil problems by enacting policies which will permit the executive to carry on with a minimum of red tape. He therefore expects his superintendent to recommend to the board con-

ditions under which nonresident pupils may enroll, to recommend the rates, to collect the rates, to suspend pupils who fail to comply with existing rules, to recommend a program of transportation and to administer it.

He expects the superintendent to make an annual inventory of equipment and supplies on hand, and to estimate the needs for the next school year. The village school-board member expects the purchasing to be done by the chief executive if he knows that a budgetary procedure has been set up.

He is aware of his responsibility in approving courses of study, and he makes splendid contributions from his layman's point of view. But he really expects the staff to prepare courses for his approval.

## General Policies Prevent Troubles

In order to be able to determine the extent of library service, our school-board member expects advice from the staff. When it comes to the question of pupil promotion, he avoids trouble by establishing a general policy, the application of which he expects the administrator to make.

In thinking out the objectives of a health program, and the conditions under which pupils shall be excluded from school, he asks for professional help. Once determined, he leaves it in the hands of administration for execution.

Sometimes he is faced with extracurricular activity problems. Perhaps the band goes away from home too often; perhaps athletic contests are receiving lopsided emphasis, and so on. He finds that definite policy here is the way out, because it solves the problems before they arise. In connection with extracurricular activities, he expects someone on the staff to keep a proper record of all revenue and expenditures involved. And he likes to receive reports on these items.

He realizes that the success of the school system depends in part on a public relations program, and therefore he cooperates with the superintendent in carrying on the program. He has many opportunities in his daily contacts.

He expects the administrator to establish and maintain a pupil personnel accounting system and to enforce the attendance laws. When it comes to keeping records, he tends, personally, to rely upon memory, but he solves the board problem by delegating the job. He likes to see a report of the year's work, so he asks the superintendent to prepare an annual report and periodic progress reports. Since he expects the superintendent to administer the budget, he places the responsibility of financial accounting on him or his

(Concluded on page 68)

<sup>1</sup>Superintendent of Schools, Jasper, Mo.



# TYPES OF PUBLIC SCHOOL ADMINISTRATIVE ORGANIZATION IN CITIES OVER 200,000

Henry H. Hill<sup>1</sup> and William Maucker<sup>2</sup>

Members of the St. Louis board of education have recently been considering changing the present multiple type of organization in which there are five independent executive officers directly responsible to the board, at least three of whom have definite administrative authority over matters directly affecting the educational program, to the unit type, more in keeping with modern principles and practices. Such a change was recommended by the Strayer Survey and later by the new superintendent, Dr. Homer W. Anderson. Since data were not available to indicate present practice in the largest cities, Superintendent Anderson asked the division of research to assemble and tabulate the more pertinent facts covering the types of administrative organization in all cities above 200,000 in population. Because recent information on this perennially interesting question should be of value to board members, superintendents, and graduate schools the report is summarized in the present article.

Historically the administrative organization in city school systems has developed largely through the trial-and-error method, not essentially in a random or haphazard fashion, but without the benefit of very much logical analysis or planning until the past two or three decades. Just as grammar always follows the development of a spoken language, and never precedes, so school systems developed before there was a body of sound principles and accepted practices of administrative organization. Any study of organization in the larger cities early in the twentieth century, or shortly before, will show that many cities achieved a certain pattern of organization which remains essentially unchanged in 1941. The law of inertia operates especially well in large cities to perpetuate the status quo, and yet a goodly number of cities have successfully streamlined their organizations to meet modern conditions.

The issue generally recognized as being the most crucial one faced by a board of education in developing its administrative organization is the question as to whether the board shall center responsibility for the execution of its policies in one professional official or divide that responsibility among several independent officers of equal authority. The term *unit control* has commonly been used to indicate a school organization in which one executive officer is responsible to the board of education for administration of its policies, and the terms *dual control* and *multiple control*, to indicate school organizations in which that responsibility is divided between two, or more than two, executive officers. It seems to the writers that the word *control*, as used in these instances, is very likely to be misleading to board members and the general public and is therefore an unfortunate choice. Under any type of administrative organization the control resides in the board of education, both legally and actually, and the board cannot abdicate its legal prerogatives nor delegate its fundamental control any more than a state legislature may delegate its authority to levy state taxes. Except as constitutional or statutory laws control both executive officer and board of education, only the responsibility and authority for the carrying out of the policies of the board of education may be delegated. The legal and actual control remains with the board of education and is equally clear cut and powerful whatever type of administrative organization may prevail. The terms *unit*, *dual*, or *multiple executive* type are equally descriptive and less open to misinterpretation and hence appear preferable to the phrases in which the word *control* is used.

The objection to a dual or multiple executive organization is, of course, that it offers a standing invitation to the evils inherent in divided responsibility — waste, duplication, buck-passing, and, most important, subordination of the primary function, the education of boys and girls, to other phases of administration; since

one officer is not responsible to another the board members tend to become *referees in administration*, except when a *de facto* working arrangement is perfected. The unit executive organization, the type used universally in business, emphasizes the concentration of responsibility for the general program in a single official. There are, however, certain functions of a rather restricted nature which may be delegated to independent officers without serious effect on the efficiency of administration. It seems wise to note several of them here because they assume a very prominent place in large cities. First, there are inherent in any school organization both a legal and an auditing function, infrequently represented by an individual or a department. In any well-run school system of whatever size, attorneys are from time to time called in to see that board actions conform to law, and auditors check the records to see that all income and expenditures are properly accounted for in accordance with law and acceptable principles of accounting. Hence in a large city where there are separate divisions to perform these two functions, it does not follow that the principle of the unit executive type of organization is violated. So long as the legal department does not initiate or control matters of policy except to see that they conform to the law, there need be no separate or undesirable division of responsibility. Similarly, so long as an auditing department does not dictate fiscal policies except to make them square with sound accounting practices and laws, it exercises no separate or undesirable authority.

There is another function inherent in all school systems, that exercised by the secretary and treasurer. Here again if this individual merely records in proper form the actions of the board of education and pays out money when properly authorized, there is not necessarily a separate or undesirable authority. But when this individual is given the power to determine fiscal policies, or to pass judgment on what is to be purchased, and is independent of the superintendent charged with general responsibility for the effectiveness of the instructional program, then a division of responsibility and authority has been introduced which, in the judgment of leading specialists in the field of educational administration, is potentially harmful to the best interests of public education.

Probably the greatest single factor producing the creation of a dual or multiple type organization in the early years of the present century was the frequent lack of business and fiscal training of the superintendent of schools. Until the early twenties hardly a textbook had been written in the field of business administration. In 1941, however, the argument that the superintendent is a business and financial neophyte has lost its force. Graduate schools have for a number of years offered excellent training in business and financial administration of school systems.

Multiple executive administration in the past has been closely associated with the practice of having large boards of education of ten or more members and with the committee system of doing business. Large boards produce, or at least tend to perpetuate, the committee system. Hence, in theory at least, streamlining will reduce the size of large boards of ten or more, reduce the dependence on standing committees, and move in the direction of unit executive management. Yet there are some instances where small boards have been substituted for large ones, but the committee system and multiple administration have been retained.

To the serious student of school administration and organization, the committee system frequently associated with the multiple executive type of organization seems almost more harmful than the divided responsibility, especially where the board meets as a whole only for formal approval of the recommendations of separate committees. For most board members will of necessity be amateurs in the field of school administration and will need

<sup>1</sup>Assistant Superintendent of Schools in Charge of General Administration, St. Louis, Mo.

<sup>2</sup>Research Assistant, St. Louis Public Schools.

the factual data and objective evidence which a competent superintendent will supply. The competent superintendent needs equally the perspective, community understanding, and lay judgment characteristic of the best board members. Under the multiple executive type where there is a separate committee of the board which meets with and passes on the recommendations of each of the several executives, the board necessarily loses some of the opportunities to understand the whole school system. Thus the biggest price paid for a multiple type of organization is probably the failure of board members to think and act as a whole, and to develop a unified and consistent policy looking to the finest possible program of education in the future. The best board of education is not necessarily composed of the brightest or most able citizens — although ability and brains are most desirable — but rather of men and women of good will, reasonable competence, and devotion to the task of understanding the American public school system in all its greatness and weakness. For sympathetic understanding of school problems must come to school administrators and board members alike if the best progress is to be made. Such understanding is not promoted by powerful standing committees and the multiple executive type of organization.

The primary purpose of the inquiry summarized herein was to find out what kinds of administrative organizations have been developed by boards of education in the larger cities of the country; secondary purposes concerned the make-up of the boards of education themselves and their general modes of operation. The aim was simply to discover, not to evaluate, present practice.

Since the information desired was not available in published form or even in the files of our leading research organizations, a questionnaire was sent in December, 1940, to the 41 largest cities in the United States. Fortunately the response to this inquiry was so generous that it has been possible to include in this report the facts on *all* 41 cities which had more than 200,000 inhabitants, according to the census of 1930.

#### Administrative Organization

In 25 of the 41 cities the board of education operates under a unit executive system, centering the responsibility for the execution of its policies in a single executive officer (usually called the superintendent of schools). In addition there may be professional or clerical employees attached directly to the board of education, such as an attorney, an architect, a secretary or treasurer — employees who serve in a purely advisory or clerical capacity and do not have administrative authority or who exercise the ordinary prudential safeguards desirable in any public enterprise.

In sixteen cities the board operates under a multiple executive system, dividing the responsibility for the execution of its policies among from two to five independent executive officers. Again, there may be additional officers serving in an advisory or clerical capacity.

The cities having each type of organization are listed below:

Population Group (1930 Census)	Unit Executive	Multiple Executive
Over 1,000,000	New York Detroit Los Angeles	Chicago Philadelphia
400,000 to 1,000,000	Baltimore San Francisco Buffalo Washington Minneapolis New Orleans Cincinnati	Cleveland St. Louis Boston Pittsburgh Milwaukee Newark
200,000 to 400,000	Seattle Rochester Portland Columbus Denver Oakland Atlanta Dallas Birmingham Akron Providence San Antonio Omaha Syracuse Dayton	Kansas City Indianapolis Jersey City Louisville Houston Toledo St. Paul Memphis

Below are listed the executive officers of the boards of education organized on the multiple executive basis:

City	Number of Executive Officers	Title of Executive Officers
Chicago	3	Supt. of Education, Business Manager, Attorney (executive authority)
Philadelphia	2	Supt. of Schools, Secretary and Business Manager
Cleveland	3	Supt. of Schools, Director of Schools, Clerk-Treasurer (finance officer)
St. Louis	5	Supt. of Instruction, Secretary-Treasurer, Comm. of School Buildings, Supply Commissioner, Auditor
Boston	3	Supt., Business Manager, School-house Custodian
Pittsburgh	4	Supt. of Schools, Supt. of Buildings, Supt. of Supplies, Secretary of the Board (business officer)
Milwaukee	2	Supt. of Instruction, Secretary and Business Manager
Newark	3	Supt. of Schools, Asst. Secretary and Budget Director, Business Manager
Kansas City	5	Supt. of Schools, Secretary-Business Manager, Chief Engineer, Librarian, Auditor
Indianapolis	4	Supt. of Schools, Business Director, Librarian, Supt. of Buildings and Grounds
Jersey City	3	Supt., Secretary, Supervisor of Buildings and Equipment
Louisville	3	Supt., Business Manager, Secretary (finance)
Houston	2	Supt. of Instruction, Business Manager
Toledo	3	Supt. of Schools, Director of Schools-Purchasing - Maintenance, Clerk-Treasurer (finance)
St. Paul	3	Supt. of Schools, Head Accountant, Supt. of Buildings
Memphis	2	Supt. of Schools, Business Manager

#### Size of Boards of Education

It is clear from the following tabulation that the typical large city board of education is a rather small group, only one fourth of the cities having boards with more than seven members.

Number of Members on Board of Education	Number	Cities Having Board of Given Size Names
15	3	Philadelphia, Pittsburgh, Milwaukee
12	2	St. Louis, Omaha
11	1	Chicago
9	4	Baltimore, Washington, Newark, Jersey City
7	18	New York, Detroit, Los Angeles, Cleveland, San Francisco, Minneapolis, Cincinnati, Portland, Houston, Columbus, Denver, Oakland, Dallas, Akron, Providence, San Antonio, Syracuse, Dayton
6	3	Kansas City, St. Paul, <sup>3</sup> Atlanta
5	10	Boston, Buffalo, New Orleans, Seattle, Indianapolis, Rochester, Louisville, Birmingham, Toledo, Memphis

#### Method of Selection and Term of Office of Board Members

In thirty cities, members of the board of education are elected by the people; they are elected from the city at large in twenty-nine of these thirty cities. In seven cities they are appointed by the mayor; in one city, by the city commissioners; and in three cities, by members of the judiciary. In most of these cities board members serve for terms of four or six years.

#### Committee Procedure Used by Boards of Education

Almost one half of these large city boards of education have no standing committees whatsoever, but operate entirely on a com-

<sup>3</sup>The city council acts as a board of education in St. Paul with a commissioner appointed by the mayor in direct charge of educational activities.

mittee-of-the-whole basis. Such is the practice in the following seventeen widely separated cities of the country:

Detroit	Minneapolis	Toledo	Providence
Boston	New Orleans	Denver	San Antonio
Pittsburgh	Kansas City	St. Paul	Omaha
Buffalo	Rochester	Memphis	Dayton
	Houston		

As may be seen from the tabulation below, the other cities have from one to twelve standing committees (the median number is four), covering a wide variety of topics, the most common being Buildings and Sites, Finance, Educational Matters, Rules, and Purchases. In a number of cities, such as Chicago, Columbus, Birmingham, and Indianapolis, the boards of education have only one or two standing committees and carry on much of their work as a committee-of-the-whole; likewise, in Akron there are three standing committees but they operate entirely as committees-of-the-whole and in Philadelphia the committee on schools is composed of all the members of the Philadelphia board of education.

### Summary

The typical board of education in cities over 200,000 is composed of five or seven members elected from the city at large for a term of four or six years. It conducts its business by means of a small number of standing committees and has complete control of its own budget, subject only to statutory tax and debt limitations. It centers authority and responsibility for the administration of its policies in a single executive, known as the superintendent of schools, who divides the responsibility for various aspects of the educational and business administration of the school system among a number of assistant superintendents.

Significant variations from this median practice occur in regard to the use of standing committees, almost half of the cities having done away with them entirely, and in regard to the type of administrative organization, approximately one third of the boards dividing authority between two, three, or four co-ordinate executives.

### Organization, Selection, Term of Office, Committees, and Size of School Boards in Large Cities

City	Number of Standing Committees	Titles of Standing Committees	Population Group	City (listed in order of population 1930 census)	Type of Administrative Organization <sup>1</sup>	Number of Board Members	Method of Selection	Term of Office (Years)	Number of Standing Committees
New York	5	Instructional Affairs, Finance and Budget, Law, Buildings and Sites, Retirement	Over 1,000,000	New York	Unit	7	Appointed by Mayor	7	5
Chicago	1	Finance		Chicago	Multiple	11	Appointed by Mayor, Council	5	1
Philadelphia	4	Schools, Property, Finance, Bylaws and Rules		Philadelphia	Multiple	15	Appointed by Judges	6	4
Los Angeles	7	Finance, Buildings, Teacher Personnel and Schools, Insurance, Law and Rules, Purchasing and Distribution, Transportation		Detroit	Unit	7	Elected at large	6	None
Cleveland	3	Educational Matters, Finance, Buildings and Supplies		Los Angeles	Unit	7	Elected at large	4	7
St. Louis	4	Finance, Instruction, Buildings, Auditing and Supplies	400,000 to 1,000,000	Cleveland	Multiple	7	Elected at large	4	3
Baltimore	8	Rules, Business, Buildings and Grounds, Attendance, Vocational Education, Health Education, Public Relations, Commencements		St. Louis	Multiple	12	Elected at large	6	4
San Francisco	7	Legal, Physical Properties, Finance, Rents and Insurance, Educational Functions, Educational Bureaus, Welfare		Baltimore	Unit	9	Appointed by Mayor	6	8
Milwaukee	5	Instruction and Appointments, Buildings, Finance, Rules and Complaints, Legislative		Boston	Multiple	5	Elected at large	4	None
Washington, D. C.	7	Finance, Legislative, Rules, Personnel, Buildings, Grounds and Equipment, Student Activities, Complaints and Appeals		Pittsburgh	Multiple	15	Appointed by Judges	6	None
Cincinnati	12	Annexation, Assessment Charges, Bond Co-ordinating, Buildings and Sites, Educational Policies, Finance, Health, Leases, Replacement Fund, Safety, Teachers' Salary Study, Use of School Buildings		San Francisco	Unit	7	Appointed by Mayor <sup>2</sup>	5	7
Newark	4	Finance, Buildings, Grounds and Supplies, Instruction, Stadium		Milwaukee	Multiple	15	Elected at large	6	5
Seattle	4	Legal, Finance, Purchasing, Buildings and Grounds		Buffalo	Unit	5	Appointed by Mayor, Council	5	None
Indianapolis	2	Buildings, Finance		Washington	Unit	9	Appointed by Judges	3	7
Jersey City	4	Finance, Schools, Buildings, School Administration		St. Louis	Unit	7	Elected at large	6	None
Louisville	8	Finance, Instruction, Publicity, Buildings, Supplies, Rules and Grievances, Athletics, Insurance		New Orleans	Unit	5	Elected at large	6	None
Portland	2	Education, Business		Cincinnati	Unit	7	Elected at large	4	12
Columbus	2	Finance, Buildings		Newark	Multiple	9	Appointed by Mayor	3	4
Oakland	4	Buildings and Grounds, Finance, Maintenance, Purchasing	200,000 to 400,000	Kansas City	Multiple	6	Elected at large	6	None
Atlanta	5	Finance, Buildings and Grounds, Rules, Health Service, Athletics and Military		Seattle	Unit	5	Elected at large	3	4
Dallas	6	Finance, Supplies, Rules, Buildings and Sites, Lunchrooms, Welfare		Indianapolis	Multiple	5	Elected at large	4	2
Birmingham	1	Finance		Rochester	Unit	5	Elected at large	4	None
Akron	3	Finance, Buildings, Sites		Jersey City	Multiple	9	Appointed by Mayor	3	4
Syracuse	9	Executive, Finance, Buildings and Hygiene, Teachers, Textbooks and Course of Study, Libraries, Elementary Schools, High Schools, Extended Use of Public School Buildings		Louisville	Multiple	5	Elected at large	4	8
				Portland	Unit	7	Elected at large	4	2
				Houston	Multiple	7	Elected at large	6	None
				Toledo	Multiple	5	Elected at large	4	None
				Columbus	Unit	7	Elected at large	4	2
				Denver	Unit	7	Elected at large	6	None
				Oakland	Unit	7	Elected at large	4	4
				St. Paul	Multiple	6	Elected at large <sup>3</sup>	2	None
				Atlanta	Unit	6	Elected at large	4	5
				Dallas	Unit	7	Elected at large	6	6
				Birmingham	Unit	5	Appointed by City Comms.	5	1
				Akron	Unit	7	Elected at large	4	3 <sup>4</sup>
				Memphis	Multiple	5	Elected at large	4	None
				Providence	Unit	7	Elected by districts	6	None
				San Antonio	Unit	7	Elected at large	6	None
				Omaha	Unit	12	Elected at large	4	None
				Syracuse	Unit	7	Elected at large	4	9
				Dayton	Unit	7	Elected at large	4	None

<sup>1</sup>The term "Unit" signifies that the board of education centers the responsibility for the execution of its policies in a single executive officer (usually called the Superintendent of Schools). The term "Multiple" signifies that the board of education divides the responsibility for executing its policies among from two to five independent executive officers.

<sup>2</sup>Appointments are confirmed at city elections.

<sup>3</sup>City council is elected; commissioner of education is appointed by mayor.

<sup>4</sup>These three committees operate entirely as committees-of-the-whole.



# Politics Is Out

How a School District in Illinois Took the Politics Out of its School-Board Election

Einar J. Anderson<sup>1</sup>

"Why vote? There's no opposition to any of the candidates running in our school-board election," commented an apathetic voter. "True enough," a more interested citizen responded, "But why not give the candidates a good 'vote of confidence' and at the same time show the community group our appreciation for their farsighted services in avoiding the usual mud-slinging political campaign?"

Yes, hundreds of similar comments and decisions must have been made in our school district as a record vote was given our high school and grammar school candidates in our last election. Other hotly contested campaigns in the past had never brought out a larger vote.

## How It Started

The idea of taking politics out of our school elections was broached last winter at a meeting called by our high school superintendent inviting all organizations in the township to view a recently released movie of our school. A local newspaper editor, envisaging the possibility of such a group representing every religious, social, fraternal, and civic group in the community, cooperating in the selection of school-board officials, gave initial impetus to the idea.

<sup>1</sup>Director of public relations, Maine Township High School and Junior College, Des Plaines-Park Ridge, Ill.

After some discussion, a resolution was offered by a minister representing the local Kiwanis Club, that the group form itself into a body whose purpose would be to hold caucuses and present, for the approval of the public, names of candidates to serve on the high school and grammar school boards. The resolution passed readily and arrangements were made to meet the following week and select the necessary candidates. Each organization in the school district, 47 of them, was to be represented by one delegate.

At the ensuing meeting, the commander of the American Legion post was elected as the presiding chairman. After each of the various representatives had identified himself as being an accredited delegate, several nominations and seconding speeches were made. Two vacancies, caused by retirement, on the high school board were to be filled.

## Selecting the Candidates

A spirited discussion followed the nominations relative to the qualifications which should be found in the candidates. Interest in the school, ability to serve, and freedom from all political ties were agreed upon as basic requisites. After the field had been narrowed to four, a committee was elected to interview the candidates and secure the

consent of two of them to run for the positions.

At the third meeting, the two candidates were officially accepted by the group and promised full support in the campaign. The organization proceeded in a similar manner in selecting members for the grammar school boards.

Either because the candidates selected were satisfactory to the great majority of our voters or the political groups who had been in the habit of proposing candidates were afraid to oppose this new nonpolitical organization, no other candidates entered the race.

A danger which the committee realized might wreck the whole plan was an active "write-in" campaign, but no such move developed. A week before the election, the superintendents of the high school and grammar school districts issued a formal statement endorsing the caucus and called upon the electorate to give the unopposed candidates a strong "vote of confidence" and thus also indirectly give their O.K. to the new way of eliminating politics from the school elections. The response was most gratifying.

Since the community is discovering that the members who were selected and elected to office through this method are measuring up to their expectations, this plan will undoubtedly be used in future elections.

# Humanizing Educational Administration

By the Bookman

"Did he really say that?" the English teacher asked, her eyes gleaming with wonder and delight.

"Yes, he really did," I answered truthfully. Nor was there anything confidential, so far as I know, in his assertion that he considers you the best high school English teacher in the state. He said anything you wanted in the way of a text you could have."

But the young lady was not immediately interested in textbooks. She listened perfunctorily for some minutes, asked for a sample, and concluded the interview with this remark:

"I'm really very happy you called. Now I am going home to write a letter to the folks. If you hadn't told me, I am sure I'd never have found out what my superintendent thought of my work. Of course, I've wondered a lot, but he never said anything. I've gone along these past four

years with the little automatic raises the schedule calls for, but they haven't satisfied me, really. If he thinks I'm that good, it's better than any increase. Thank you so much for telling me."

It is conversations such as these that set bookmen to thinking. This one admits there are various reasons why the school administrator must be nearly as wary in giving praise as in throwing brickbats. Among them are: (1) the development of a spirit of jealousy among the faculty personnel; (2) the demands for increased pay; (3) an increase in the tendency, already so common, of the best teachers applying for positions elsewhere; (4) requests for special favors.

Against these objections the educational administrator weighs: (1) the improvement of school morale; (2) the stimulation toward further improvement, and (3) the simple obligation of the Golden Rule.

Like many of his fellows, the writer is surprised at the degree and extent teachers frequently work in the dark concerning their standing with their supervisory officer.

It hardly becomes an outsider to be even suggesting proper educational procedure. It is also self-evident that the itinerant bookman is in no position to accurately measure the values of contrasting school procedures. It must be admitted that administrative methods must vary to fit such conditions as are imposed by the size, customs, and personnel of the schools affected, and the communities in which they are found.

## Happy Teachers Are Better Workers

Nevertheless it would seem axiomatic that happy and well-oriented teachers make better instructors than those who are not happy. It can be considered corollary to that axiomatic statement that happy

and well-oriented teachers are found in those school systems where the school "master" is less of a master than he is a leader among equals.

To illustrate: It was my privilege to attend a teachers' meeting recently in a relatively large high school in one of the Great Lakes cities. The meeting began and ended on schedule. Most of those in attendance participated in the discussion of the topic "Health in East Junior." Definite steps toward an improved program were taken. In all this, there was nothing radically different from many conducted in thousands of other school systems.

The outstanding feature of this meeting was that the principal was in one of the back seats, only occasionally interjecting a comment. The chairmen of the meeting were the two physical-education instructors. And this was typical of all the meeting in this town. They were "teachers' meetings" not "principal's meetings." Nevertheless, they were well planned, covering a topic of common interest on each occasion, and culminating in worthwhile, cooperative activities. If no other end product other than the feeling of fellowship which they generated were to follow, the procedure would seem worthy of imitation.

On more than one occasion the writer has been invited to participate in a faculty party that consists of little more than sharing together cake and coffee, or perhaps a bowl of soup. One superintendent serves as host to an annual venison feast which makes his fall vacation preceding it more the occasion of happy anticipation than corrupting envy. Another is not only able, but is in the habit of calling each teacher by his or her first name on and after the first day of school.

Again, it should be insisted that local conditions must be and should govern and dictate policies and practice. A young, new, and inexperienced superintendent is frequently wise in exhibiting more dignity, restraint, and authority than his older brother. Nevertheless teachers, being human, are, generally speaking, more inclined to give that ungrudging spirit of loyalty, that extra ounce of effort, that radiant and contagious good will to that institution and its head who give to them the feeling of participating in, and sharing with, rather than following along.

### Many Opportunities for Cooperation

There would seem to be innumerable opportunities for practicing this kind of administrative endeavor. A committee of teachers can confer with the head office in the construction of a teachers' handbook, in which is found all that mass of varied information that too frequently floats indefinitely about in office bulletins. Another group can suggest how best the faculty can serve the community through participation in the community chest, or the celebration of special events.

Then too, teachers like to be consulted about what most needs attention in ad-



**T. C. Prince**  
Superintendent of Schools  
Knoxville, Tenn.

Mr. Prince, formerly director of curriculum research at Jacksonville, Fla., on July 1, assumed the office of superintendent at Knoxville, Tenn.

Mr. Prince, a graduate of the University of Florida, holds the degrees of A.B. and M.A. given by the same institution, and also holds the honorary Ph.D. degree. After his graduation, he was principal of an elementary school in Jacksonville, and was then elected principal of the Jackson Senior High School, serving from 1930 to 1935. He was assistant superintendent of Jacksonville from 1935 to 1941, a part-time instructor in the Junior College from 1935 to 1936, and university extension instructor in the State University from 1936 to 1941. During the past few years he has been general supervisor of education and director of curriculum research in Jacksonville.

vancing school progress in the fashioning of new courses of study, or establishing salary schedules, or reorganizing along the 6-3-3 or 9-3-2 or some other plan, or a score of other important administrative problems.

Such consideration of faculty opinion frequently delays action. It is almost sure to indicate something less than unanimity. It can result in displays of temper and the generation of factional feeling. It would certainly call for the exercise of tact, patience, and good nature on the part of the executive.

It is highly questionable whether any forward step would be either wholly successful or permanent in this educational day if it did not carry with it the wholehearted support of the majority of those upon whom the school administration must depend for its execution. Any delay occasioned by the difficulty in securing such support would be more than compensated for by the vigor with which it would be expressed when eventually won.

A school executive with a national reputation says he never engages on any school program without a unanimous vote of the school board behind him. As he says "How can I hope to convince my more or less uninformed public if I cannot convince all the board, whom I can see and reason with?"

Almost, if not just as important, would seem to be the support of the faculty.

Unanimity may be an impossible attainment, but leaders who are both right and know why they are right, usually seem to have small difficulty in: (1) achieving the conviction of their faculty previous to initiating changes, and (2) loyal cooperation in attaining those changes.

A wise old principal in commenting on the varied activities of his school remarked "Running a modern high school these days is like putting on a three-ring circus. There are always a dozen things going on at once."

### Yes, It's Just Democracy

He might also have added "Running a successful educational system of any kind these days is comparable to being the efficient ward chairman of a political party. All hands must be kept busy working for a common end, yet thinking they are indispensable to that end."

Long before this, the reader has probably remarked to himself "All this fellow is trying to sing is the same old song that we should have democracy in educational administration." The reader is right, but because general terms like democracy tend to become meaningless through frequent mouthing, the writer has studiously refrained from using it. Like democracy in home and state, he has seen it both used and abused. However, by and large, it does seem to work wherever it is intelligently employed. And where should it be more intelligently employed than in the schools of America?

When the English teacher introduced in the first paragraph returned to the classroom the next morning her face beamed with enthusiasm and ambition. She had been consulted about the instructional tool she was to use. More than that she felt she had been initiated, somewhat indirectly, into a new order. She was no longer just "a classroom teacher." She was an appreciated member of a group, engaged in life's highest objectives. Together with her chief, she felt she was helping produce a new and better United States. She was quite right.

### DEMOCRACY

Democracy is not a natural form of living—it is very unnatural—and was evolved slowly through time as man traveled the long, hard road from primitive surroundings to the refinement of character and the cooperative spirit that have made democracy at last possible. To live and maintain a democracy is difficult, and only a high type of specialized education devoted to this end can uphold it. Man's natural tendency is to step over and upon his fellow man to obtain some sort of advantage by the use of his cunning, strength, deception, or other forms of selfish aggrandizement, all of which tend to make a democracy hard to operate. The hardest thing about trying to live under a cooperative government is our inability to believe that others are honest, that others are sincere, or that conduct in public office and the ballot are above price.—*J. I. Sowers.*

Religious education is an absolute necessity for a full education. I go so far as to say a person is not an educated person if he has not had religious education.—*Harold G. Campbell, superintendent of schools, New York, N. Y.*



# A Crucial Core Vocabulary in Elementary School Language and Spelling

James A. Fitzgerald\*

Because language and spelling errors continue to persist from grade to grade in the elementary school, there is need to know the words of great cruciality and difficulty in child writing in order that they may be presented effectively to learners.

In 1914, Dr. W. Franklin Jones published his list of spelling demons<sup>1</sup> and said: "The following list of common words undoubtedly constitute the worst One Hundred Spelling Demons of the English Language." Jones found *which*, *their*, *there*, and *separate*, the most troublesome demons. He stated: "The two words 'their' and 'there' together were misspelled 612 times. The word 'which' was misspelled 321 times, hence it is probably the most distinguished word in English misspelling. The word 'separate' believed by many teachers to hold the foregoing distinction, was misspelled 283 times; and it holds fourth place in the dishonor roll." Jones showed that these words were misspelled in the second grade and continued to be misspelled throughout the grades.

In a recent study,<sup>2</sup> the 100 most frequently missed words by children in grades Four, Five, and Six were compared, and it was found that the words most frequently missed in one grade were very troublesome in the others. For example, the word *too* was misspelled most often in the fifth and sixth grades and ranked second in frequency of error in the fourth grade. The word *received* ranked second in the fifth- and sixth-grade lists, and 6.5 in the fourth-grade list. However, when the words in the "Composite List of One Hundred Most Frequently Misspelled Words" were compared with the Jones's Demons, only 20 words were found common to the two lists. Further investigation of words difficult in the writing of children seems necessary.

## Purpose of This Study

The purpose of this paper is to present a crucial core vocabulary in language and spelling for Grades Two, Three, Four, Five, and Six.

## Data and Method

The 100 most frequently misspelled words found in investigations of writing for each of the five grades were combined in a master demon list of 222 different words. A brief description of the studies, from which these five lists of 100 most

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<sup>1</sup>Jones, W. Franklin, *Concrete Investigation of the Material of English Spelling*. The University of South Dakota, Vermillion, S. D., 1914.

<sup>2</sup>Fitzgerald, James A., "Words Misspelled Most Frequently by Children of the Fourth, Fifth, and Sixth Grade Levels in Life Outside the School," *Journal of Educational Research*, XXVI (November, 1932), pp. 213-218.

TABLE 1. Basic Data on Crucial Core Vocabulary in Investigations of 682,082 Running Words of Child Writing

1	2	3	4	5	6	7	8	9
Grade	Number of Running Words	Number of Spelling Errors	Percentage of Errors to Total Number of Words	Number of Different Words	Number of Different Words Misspelled	Percentage of Different Words Misspelled	Number of Mistakes in Most Frequently Missed 100	Per cent of Mistakes in Most Frequently Missed 100
Second	120,336	14,346	11.92	2,675	1,818	67.96	6,921	48.2
Third	100,840	8,504	8.43	2,928	1,646	56.21	3,788	44.54
Fourth	87,690	6,018	6.86	3,327	1,553	46.7	2,664	44.3
Fifth	168,188	7,112	4.23	4,705	1,820	38.7	3,145	44.2
Sixth	205,028	7,012	3.42	5,575	1,871	33.5	3,085	43.99

frequently missed words come, follows.

Brittain<sup>3</sup> studied 3500 second-grade children's directed and undirected themes. Table 1 shows that more than 120,000 running words yielded 14,346 spelling errors, a percentage of error of nearly 12; and that 1818 different words or about 68 per cent of the 2675 different words used were misspelled.

In a study<sup>4</sup> of 1256 third-grade letters written principally outside the school, it was shown that 100,000 running words of these letters yielded 8504 spelling mistakes. The per cent of spelling mistakes of the total number of running words was 8.43. The third-grade children misspelled 1646 different words, about 56 per cent of the 2928 different words used.

Table 1 gives data on fourth-, fifth-, and sixth-grade children's spelling mistakes<sup>5</sup> in life letters. Fourth-grade children made 6018 spelling mistakes in 87,690 running words, a percentage of error of 6.9. They misspelled 1553 of the 3327

different words used, making mistakes on 46.7 per cent of the different words. Fifth-grade children made 7112 spelling mistakes in 168,188 running words, a percentage of error of 4.2. The fifth-grade children misspelled 1820 of the 4705 words used, making errors on 38.7 per cent of the different words employed. Sixth-grade children made 7012 spelling mistakes in 205,028 running words, a percentage of error of 3.42. They misspelled 1871 of the 5575 words used, making errors on 33.5 per cent of the different words written.

Although there is an improvement from the second to the sixth grade in the ratio of different words spelled correctly to the total number of different words employed, Table 1 shows that approximately the same number of different words were misspelled by the sixth-grade children as by the second. This table shows another important fact; namely, that the percentage of mistakes in the use of the most frequently misspelled 100 for each grade changed but little from grade to grade. The approximate percentages of misspellings of the 100 most frequently missed words in these investigations were for Grades Two, Three, Four, Five, and Six: 48, 45, 44, 44, and 44 respectively.

When the 100 most frequently misspelled words for each of the five grades were combined in one master list of demons,

TABLE 2. Data on Types of Words Misspelled

Word	Total Frequency	Total Error	Error 2nd Grade	Error 3rd Grade	Error 4th Grade	Error 5th Grade	Error 6th Grade	Index of Difficulty
and	21,235	301	152	79	28	24	18	.014
don't	1,676	327	36	66	53	91	81	.195
Feb.	525	144	0	35	31	44	34	.274
friend	1,857	286	39	77	54	62	54	.154
good-by	566	352	1	115	66	89	81	.622
I	37,720	342	281	25	17	6	13	.009
my	9,305	283	202	58	16	3	4	.030
received	699	343	0	34	56	144	109	.490
Saturday	682	142	48	19	30	24	21	.208
teacher's	526	358	3	63	76	111	105	.680
their	482	256	131	31	18	38	38	.531
there	2,726	238	102	34	20	37	45	.087
too	2,462	1,224	516	158	140	106	214	.497
two	1,329	218	84	45	42	29	18	.164
you	17,145	561	55	194	193	80	39	.033
you're	58	42	3	7	1	14	17	.724



there were found to be 222 different words.<sup>6</sup> The data of frequency and error on each of the 222 words were recorded for each of the five grades with the following results (see Table 1):

1. These 222 words were misspelled 28,216 times in a total of 42,992 misspellings; 65.63 per cent of the total number of misspellings tabulated in these studies were made in writing these 222 demons.

2. These 222 words and their repetitions occurred 416,966 times in the 682,082 running words of writing; that is they comprised 61.13 per cent of the total number of running words written.

3. The composite 100 most frequently missed words for the five grades and their repetitions accounted for 47.36 per cent of the total running words used and 39.19 per cent of the spelling errors made in writing the 682,082 running words.

### Common Types of Errors in the Master List of Demons

Various types of word difficulty are exemplified in Table 2. Words such as *you*, *and*, and *my*, used very often have a low index of difficulty, but because of their high utility, they are among the words most often misspelled. The words *you* and *and* are among the 100 most frequently missed words for each grade; yet more than half of the errors recorded for these words were made by second-grade children. Carelessness in writing was one of the chief causes of error in writing these words throughout all the grades.

Contractions, such as *don't*, give trouble principally because of the apostrophe; *don't* was used often and missed frequently. The contraction *you're* with the low frequency of use of 58 was misspelled 42 times. Its index of difficulty is 0.724 or more than 72 per cent; it was often confused with the word *your*.

The word *received*, misspelled 343 times in 699 attempts was one of the troublesome words for children in Grades Three to Six inclusive. The word *friend* gave difficulty throughout the five grades. The *ie* and *ei* combinations are among the important causes of error in writing these words.

Homonyms are difficult for children of these grades. The word *too*, the most frequently misspelled word in these investigations, was used 2462 times and misspelled 1224 times. Sometimes it was written instead of *two* or *to*; often *to* or *two* was used in place of it. The homonyms *there* and *their* were frequently interchanged in writing; however, other types of mistakes were often made in writing them. For example, the *ei* combination in *their* was a source of difficulty.

The word *I* and also words such as *Saturday* were missed because of the capital letter in each. The hyphen was a source of difficulty in such words as *good-by*.

<sup>6</sup>The expression *ha-ha* (frequency, 49; errors, 28) found among the 100 most frequently misspelled words in fourth-grade writing and the word *Communion* (frequency, 84; errors, 30) similarly found in the third grade, are not presented in this list of demons.

The apostrophe was the principal point of difficulty in the spelling of possessives such as *teacher's*. The capital and the period were hard spots in some abbreviations.

### The Core Vocabulary

Table 3 contains lists of the 100 most frequently misspelled words for Grades Two, Three, Four, Five, and Six.<sup>7</sup> The 100 most frequently missed words for the entire study are presented in bold-face type. A perusal of this list of 222 words will help the reader to understand the degree to which there is overlapping among the lists. Fifty of the 222 words occur in four or five of the lists. The statistics of frequency and error show however that with a few exceptions these 222 words give difficulty throughout the five grades. They are therefore important words in both language and spelling study.

TABLE 3. THE MASTER DEMON LIST OF 222 WORDS

The One Hundred Most Frequently Misspelled Words for Grades Two, Three, Four, Five, and Six

Words	2nd	3rd	Grades 4th	5th	6th
about				5	
address				5	6
afternoon		3			6
again		3			
all right			4	5	6
along		3	4		
already			4		6
always	2				
am	2	3	4	5	6
an	2				
and	2	3	4	5	6
answer		3	4		
anything				5	6
anyway				5	
April		3			
are	2			5	6
arithmetic		3		5	
aunt	2				6
awhile				5	
baby	2				
balloon	2				
basketball		3			
because	2	3	4	5	6
been			4		
before					6
birthday	2	3		5	
bought	2				
boy	2				
boys	2				
brother	2				
brought	2				
can	2				
cannot			4	5	
can't			4	5	6
children	2				
Christmas	2	3	4		
close		3	4		6
come			4		
coming	2		4	5	6
couldn't					6
cousin	2	3	4	5	6
daddy		3		5	
day		3			
Dec.			4	5	6
didn't		3	4	5	6
dog	2				
don't	2	3	4	5	6
down	2		4		6
Easter	2	3			
every	2	3	4		
everybody		3	4	5	6
father	2				
Feb.		3	4	5	6
fine		3	4		

Words	2nd	3rd	Grades 4th	5th	6th
first		3			
football		3			
for	2	3	4		6
fourth		3	4		
Friday				5	6
friend	2	3	4	5	6
friends				5	
from		3	4	5	6
fun	2				
getting		3	4	5	6
goes	2				
going		3	4	5	6
good	2				
good-by		3	4	5	6
got	2		4		
grade		3	4		
guess		3	4	5	6
had	2				
Halloween		3	4	5	6
handkerchiefs			4		
has	2				
have	2	3	4	5	6
haven't			4	5	6
having		3			
he	2				
hear				5	
hello		3		5	6
her					6
here		3	4	5	6
him	2				
his	2				
home		3			
hope		3			
hospital				5	
house	2				
how		3	4		
how's					6
I	2	3	4		
I'll			4	5	6
I'm		3	4	5	6
in	2				
isn't			4	5	6
it	2	3			
it's			4	5	6
I've					6
Jan.		3	4	5	6
just			4		
know		3	4	5	6
lessons		3			
letter		3	4		6
like	2	3			
likes	2				
little	2				
lots	2				
loving		3			
made	2				
make	2				
Mar.				5	
maybe					6
me	2				
Miss			4		
morning	2	3	4		
mother	2				
Mr.			4	5	6
Mrs.		3	4	5	6
much	2				
my	2	3	4		
name	2	3	4	5	
nice	2				
Nov.		3	4		6
now		3	4	5	6
nowadays					6
o'clock		3		5	6
Oct.		3	4		6
off					6
on	2				
once	2				
one	2				
our	2	3	4	5	6
out		3			
outside					6
party	2				
people	2				
play	2				
played	2				
plays	2				
please		3			
pretty	2	3		5	6
quit				5	
quite				5	6

<sup>7</sup>This list is available in card form suitable for classroom use, from Bruce Publishing Co., Milwaukee, Wis.

Words	2nd	3rd	Grades 4th	5th	6th	Words	2nd	3rd	Grades 4th	5th	6th
receive					6	they're				5	6
received		3	4	5	6	think			4	5	6
remember					6	thought			4	5	6
right		3		5	6	through			4	5	6
said	2					time	2	3	4	5	6
Santa Claus	2					to	2	3	4	5	6
Saturday	2	3	4	5	6	today		3	4	5	6
saw	2					together					6
school	2	3	4			tomorrow		3	4	5	6
schoolhouse			4	5	6	tonight			4	5	6
send		3				too	2	3	4	5	6
sent		3				toys	2				
sincerely				5		train	2				
snow	2					truly		3	4	5	
snowman	2					two	2	3	4	5	6
some	2	3	4	5		until					6
something				5		vacation		3			
sometime				5	6	very	2	3		5	6
sometimes	2	3	4	5	6	want			4		6
soon			4			was	2		4		
stationery			4	5	6	we	2	3	4	5	6
store	2					weather			4		
studying				5		well		3	4	5	
summer	2		4			went	2				6
Sunday		3	4	5	6	were	2				
suppose			4	5	6	we're				5	6
sure		3		5	6	when	2	3			
surely					6	white	2				
swimming	2		4			will		3	4	5	
teacher	2	3	4	5		with	2	3			
teacher's		3	4	5	6	won't			4	5	6
Thanksgiving	2		4	5	6	would		3		5	
that's		3	4	5	6	write		3	4	5	6
the	2	3				writing		3	4	5	6
their	2	3	4	5	6	you	2	3	4	5	6
them	2		4	5		your		3	4	5	6
then	2	3				you're				5	6
there	2	3	4	5	6	yours		3		5	
there's					6						
they	2		4	5							

(The composite list of 100 most frequently misspelled words is presented in bold-faced type.)

### Conclusions and Implications

This core vocabulary is important from the viewpoints of both frequency of use and frequency of difficulty. These 222 words and their repetitions make up 61 per cent of the running words of child writing in these investigations. (The data for the second-grade investigation were themes; the data for the other studies were letters written principally outside the school.)

These 222 words caused more than 65 per cent of the spelling errors in approximately 700,000 running words. It is evident that if the spelling of these comparatively simple words could be perfectly mastered, much of the misspelling in writing would disappear.

These therefore are crucial words. A child has a right to know these words, to know their meaning and how to use them. If the meaning and use of these words were properly understood by the child, it is safe to say that much of the difficulty in spelling them would be eliminated. Old-fashioned drill methods have failed to eliminate spelling errors in writing these commonly used words. More dynamic motivation, better planned procedures, and more active approaches to learning are necessary to achieve mastery of their meanings and use.

## Better Selection and Longer Retention of Music Teachers Earle Connette<sup>1</sup>

The school administrator may encounter difficulties in the selection of music teachers not present in choosing teachers of other subjects. This may be due, in part at least, to his unfamiliarity with the subject and the teaching of it. Most administrators have considerable knowledge of the academic subjects through their own formal preparation; they have usually been a teacher of science, social studies, English, mathematics, or the languages. Consequently, administrators are familiar with the responsibilities of the academic teachers and are able to make selections of teachers with insight and understanding of the problems and principles involved. It is rare, however, to find an administrator who is a trained musician or whose formal preparation has brought him into contact with many courses in music, with the result that the musical qualifications of candidates are sometimes overlooked and other qualities given undue emphasis. The rapid turnover of music teachers and the resultant continuous disruption of the music program may be due to failure on the part of administrators to properly evaluate those qualities, musical, personal, social, and professional, not demanded to

the same degree in academic teachers.

In general, if music is to be functional in education, the teacher must be an excellent musician, versed and trained in the best psychology of the teaching-learning processes, and a thoroughly fine, wholesome person. Specifically, if music is to fulfill its mission as a source of deep and abiding satisfaction for boys and girls, the men and women of tomorrow, it must be taught by a person who is an excellent musician and who is able both to select good music and to guide the pupils into artistically satisfactory renditions. The complete satisfaction of implications in music teaching would require the teacher to be a paragon. The teacher may be expected to go from a class in the primary grades into the junior high school, from there to teach an instrumental group or direct the high school glee club. Often he must fit into age and grade levels with such diversity of subject matter and technique that he must truly be something of a superman. And in addition to his schoolwork, he may rightfully be expected to assume yet a different personality in community affairs and in professional relationships with his colleagues. Thus, even after the services of a good music teacher are

secured, there is also often an acute problem of his retention.

### I

#### Musicianship the First Requirement

The candidate should possess innate musical ability, or talent as it is often called. The administrator may well depend upon the college music faculty's judgment in this regard, for the chances are that the candidate would never have qualified for graduation and certification if he had not possessed musical ability. But since candidates from the same college may vary greatly in innate ability, the examination of credentials and the correspondence with the head of the music department should reveal specifically that the candidate is musical. Musical ability is in high correlation with musical performance and scholarship, yet it is possible by sheer determination and hard work to accomplish performance and scholarship without being innately musical. This contention may appear to be a paradox and conducive to a dilemma, but the state exists and reveals itself obviously when the candidate has exhausted his repertoire and acquaintance with suitable materials for his courses. School administrators know the type of

<sup>1</sup>North Texas State Teachers College, Denton.

music teacher who comes into a school system, remains a year or so during which he apparently pulls all his tricks out of the bag, and then moves on to another town where he repeats and again displays his limited laurels. Innate music ability is highly important because upon it depends the teacher's ability to grow in service and to continue to develop his musicianship. Superior athletic coaches are those, who in the final analysis, possess the ability to develop new techniques and plays; superior music teachers are those with the potential ability to do for themselves rather than depend solely upon the limited repertoire and materials they have ground out by rote and imitation in their college preparation.

Taking for granted that the candidate has innate musical ability, he also must have had sufficient general training in musicianship. He must know music very much as an English teacher knows English and literature. Examination of the candidate's achievement in his college courses in sight singing and ear training, history and appreciation, harmony and composition on the one hand, and his artistic achievement in the study of piano, voice, orchestral instruments and conducting on the other hand, will reveal his musical power. The candidate should be expected to sing and play as a part of the interview previous to employment. The administrator need not pose as a critic of performance ability, but certainly poor performance is easily detected. The writer is not an athletic coach, but he is able to detect a helter-skelter basketball performance when he sees it. Performance is truly important because teachers who are not performers and sufficiently scholarly in musicianship cannot possibly reveal to their pupils the ultimate beauty that inheres in the music they direct. Indeed music requires skill and knowledge; it is a language that must be taught by example rather than precept! Without ample musicianship the candidate will lack taste to choose really lovely music, being content, as charlatans are, with music which is at best mediocre in quality. No administrator need fear boys and girls will not be deeply moved by their study of music if the teacher loves music deeply; if he knows the language of music as seen and heard; if he is familiar with its literature—not in words but in living tones; and if, as the result of long and arduous study, he has acquired that subtle, intangible, and rare thing which is called *taste*. No less than 60 per cent of the candidate's time in college should have been spent in studying music per se, and, Sir, there is no argument: The music teacher must be a musician—else the music program fails!

### Professional Training Is Most Important

Since many fine musicians fail as teachers, the candidate must also possess the power to give instruction. It is true that some teachers with few or no formal

courses in educational psychology or student teaching are better teachers than others with many hours of credit in such courses. But are these not exceptions? By their superior intelligence and verve they are able to diagnose a situation, see its relative parts, and proceed with their teaching in the accepted manner. General courses in education are, in the true philosophical analysis, intended to develop powers of mind and intuition, to make the teacher friendly, understanding, and able to know boys and girls so he will be able to guide them when they are in danger of going astray, to encourage them when they begin to falter or lose courage, and make them ashamed when they are lazy. Have the general education courses inspired the candidate to such great vitality, such contagious enthusiasm that he in turn will be able to inspire his pupils with so strong a desire to learn that they will study and work, and so learn because of enthusiasm and perseverance? The special education courses, or *methods* as they are commonly known, extend further the concepts of the general courses and give certain procedures which should enable the candidate to impart his own knowledge and skill to the pupils by efficient use of valid devices and techniques in music instruction.

Investigation concerning the candidate should reveal if he has learned to teach. Has the candidate observed both expert and average music teaching? What study of the psychology of teaching and learning has the candidate pursued? In this phase of examination of the candidate it is pertinent to determine if he has thought through the matter of education in a democracy; if he has learned sufficient psychology to provide appropriate stimuli to bring about desired responses in boys and girls. The administrator must satisfy his own curiosity regarding the candidate's knowledge of how important it is that teaching is done in a certain accepted way and that the learning in the music classes must be functional in situations outside of school. Further, is the candidate familiar with those devices and instruments for diagnosing difficulties and evaluating music learning which research has shown to be worthy? Does the candidate realize and believe that education nowadays demands a type of teacher he himself probably did not have when he was in school—a teacher who is an inspirer and guide rather than a drillmaster, a hearer of "lessons," or a misdirected, frustrated, would-be concert artist who found it necessary to turn to public school teaching? Does he know his position demands that he possess more than the mere principles of psychology, and that he himself become an exponent of the best theories, the finest ideals of human relationships?

In addition to the science of education, does the candidate have the requisite degree of the artistry of teaching? Was his student teaching under the guidance and counsel of an expert critic teacher? Were his professional courses modern and up to

date? Were the instructors and critic teachers high-grade persons with adequate and ample preparation, who have not only themselves taught with distinction, but who are thoroughly conversant with educational ideals and procedures? The administrator may well profit from investigation into all these media, for in observation, professionalized courses, and student teaching lies the sum essence of the candidate's exposure to the profession itself.

### Good Personality Essential

To be a successful teacher, the candidate must have potential mastery of the art of living in its truest sense. This means that he must be a fine person, living a well-rounded life, interested in all kinds of human relationships, and so well adjusted that he can meet both discouragement and frustration and success and satisfaction. So far as the writer knows, there are no reliable objective measures of the personal and social traits fundamental and propaedeutic to this desired kind of personality. Probably the most expedient way to determine the candidate's past and present, and future potentialities is to cull and glean the information from the credentials and then temper the conclusions by impressions obtained in the interview previous to employment. Most certainly the administrator will wish to insure that the music teacher is a normal, well-balanced individual as well as being an excellent musician and teacher.

The candidate should have had some courses in liberal arts and his credentials should show a normal participation in college activities, in various kinds of student interests, and some social life, even though such participation means that fewer hours have been spent in study and practice. One common criticism of music teachers is that they are narrow in attitude, selfish in personal relationships, lopsided in their development, and by and large a peculiar lot. If this criticism is valid, among the causes may be the fact that the candidate practiced too many hours and played too little during his collegiate days, and even perhaps before entering college.

The importance of personality has been recognized for many years, but it is difficult to reduce to its component elements. The term is used largely to conceal our inability to grasp firmly the subjective qualities that are the stuff good school teachers are made of. However, there are traits which the administrator should seek in the candidate, and these may be considered as fundamental to good music teaching and without which in a positive degree the candidate will not succeed. Six primary traits are given below in question form.

#### Primary

1. *Sympathy*: Does the candidate love children? Will boys and girls find him considerate, congenial? Will he be helpful?
2. *Judgment*: Does he have common sense? Use discretion? Possess prudence and tact?
3. *Self-control*: Is he nervous, timid, hyster-



ical, rampant, or subject to uncontrolled anger?

4. *Enthusiasm*: Is his heart in teaching? Will boys and girls like music because he does?

5. *Stimulative power*: Can he arouse the interest of boys and girls? Can he get children to work and make them like it?

6. *Earnestness*: Is the candidate conscientious, serious, or a bluffer? Will he try to earn his salary?

#### Secondary

Rubrics analyzing further the candidate's traits which the administrator should settle in the affirmative are: affability, industriousness, voice, adaptability, forcefulness, cooperativeness, attentiveness to use of own English, accuracy, alertness, integrity, and reliability.

The teacher must be healthy in mind as well as in body, well adjusted to people as well as to music. The indexes to requisite personal and social traits above are but the writer's attempt to reduce personality intangibles to specific items that may serve to forecast the candidate's ability to be the fine person he should be and to set up criteria by which his ability to master the fine art of living may be measured.

#### The Candidate's Credo

When the candidate is selected, he must have become a fine musician—something of an artist without being a virtuoso—one who has taste and discrimination and judgment; one who *knows* and who also *feels* and whose music ability is built on a combination of these two factors. In addition he must be a fine teacher—and again an artist, for teaching is an art, requiring high intellectual ability on the one hand, but depending in the end quite as much on right feeling as on right thinking. Finally, in addition to being a fine musician and a fine teacher, he must also be a fine person—and here again the administrator will remember that fine living involves a balance between the intellectual on the one hand, and the emotional on the other.

Being a fine person inevitably means one who has achieved a social viewpoint. Such a teacher is not only aware that there are other people in the world but that law and convention compels him to adjust himself to these others. Transcending all this in importance, the administrator should seek the services of that teacher who has come, actually and sincerely and without sentimentality, to love his neighbors. And he must believe in mankind so sincerely that he becomes strongly imbued with a desire to cause his art actually to function in the community. So, then, the determination of whether or not the candidate's credo is "Art Serves" is the final judgment, for upon this attitude and living philosophy depend his ability to become a community musician, ready and eager to serve his neighbors through the art of music!

## II

#### Holding the Good Teacher

By and large, music teachers are an ambitious group who, in their eagerness to progress professionally and to develop fine performing groups, are inclined to

seek a more fertile field for their endeavor if they are unable to carry on a program in which they feel they are accomplishing something. Beginning teachers will accept almost any kind of music position to obtain a foothold in the profession, but they will terminate their services when they feel that the potentialities in a school system have been exhausted. And in this attitude there is more than the immediate drive force of self-realization. Music teachers are sensitive to their achievements, for in the end the products of their work are before their patrons and colleagues. Also, the teacher himself must receive satisfaction from the music, for the good teacher is one who professionally "lives for his art." Praise or criticism is keenly felt. Music teachers have much in common with athletic directors; they must *produce*.

#### Curriculum and Administrative Policies

Curricular provisions for music may vary from the specialized school designed especially for students of music and art to the basic program school in which music is almost entirely omitted. In the curriculum arrangement, there should be a music program beginning in the kindergarten and continuing through the 12 grades, organized in a logical, sequential progression in the same manner mathematics and other subjects are organized.

In the junior high school there should be provisions for required and elective courses; in the senior high school those elective courses that may be organized profitably should exist. Without adequate and ample vehicle there can be no truly educational program in music, and any high school program, regardless of its apparent quality, is unworthy educationally unless it is founded upon and is an outgrowth and extension of the elementary school course of study in music.

But having a good teacher and a good curriculum will not, per se, insure a desirable music program; administrative factors enter quite forcefully into the situation. To begin with, the superintendent stands as the executive between the school and the community. Ultimately, the conditions for teaching music in the school depend upon his interpretation of what music, ideally considered, can contribute to the individual, the school, and the community, and just what modification of the ideal program must be made because of local conditions, such as the demands or wishes of the community, the budget, the amount of time that can be allotted to the music program, and, of course, the quality and capability of the music teacher himself. Nearly all, if not all, of the factors named depend upon the quality and capability of the music teacher, because in so far as the music teacher is able to demonstrate the value of music, its status and all the other factors are changeable if the superintendent wishes it to be.

Frequently the conception of the superintendent regarding music is based upon

tradition and casual observation. Since the beginning of this century there has been a decided tendency to reevaluate the various means of educating boys and girls and curriculum revision has become frequent. Too often the new place assigned to music has come as a result of vague impressions obtained by the superintendent from general social conditions rather than from careful study stimulated and directed by those who ought best to know, namely, the music educators. Most generally new time allotments and new arrangements for music have been made because the superintendent based these changes on a general educational principle rather than on a knowledge of the peculiar possibilities of music instruction.

In the administration of music, the principal is of no less importance than the superintendent. He is indeed a pivotal person in the school for he greatly influences the school spirit and the students' attitude toward the various subjects, especially the electives. Since he makes the hour and room schedule for all classes, and since it is difficult to satisfactorily arrange all of a program, the principal must be a booster of music. Without such help, the scheduling of the mixed memberships of musical classes and organizations becomes apparently unsolvable. The principal also determines the number and content of assemblies, the special programs, and the extracurricular activities. It is remotely possible to have a good music program with an uninterested principal, but a much pleasanter, easier, and more effective music program exists when he assists and co-operates.

#### A Final List of Don'ts

Unquestionably the retention of music teachers is, in some ways at least, dependent upon the attitude of the administrators. Some of the commoner errors and the music teachers' opinions regarding them are enumerated here for the administrator's delectation:

1. Never say you are enthusiastic about music but proclaim that you know nothing about it; such support is built on shifting sand and the music teacher knows it.

2. Do not express sympathy with the music department but do nothing to improve conditions; such support is unsound timber.

3. Never consider the chorus or appreciation class a catchall for students whose programs cannot be filled otherwise, this frequently makes it impossible for even the serious student to get all he is entitled to.

4. Do not applaud music because it makes such a significant social or gang appeal; music classes, the chorus, the assembly, the band, the appreciation class are and must be more than glorified "pep" meetings.

5. Never approve of musical activities just because they may pay their own way by admissions to the operetta or the concert

(Concluded on page 83)

# Providing for the Economic Independence of Retired Teachers

John Guy Fowlkes<sup>1</sup>

It is assumed that this discussion is concerned with only public school teachers. It is further assumed that a retired teacher is one who has reached an age at which retirement from active service is required. Economic independence is interpreted as having an income sufficient to provide a mode of living in keeping with the tastes and habits of the economic class to which the teacher belongs.

It should first be recognized that providing for the economic independence of retired teachers is only a single aspect of the whole matter of social security as specified in the Social Security Act. Responsibility for the economic independence of retired teachers seems to be a threefold one; namely, a national, state, and individual matter. In situations where there is no satisfactory state retirement system, individual cities of sufficient size and financial ability may well develop their own independent teachers' retirement systems. However, individual city teachers' retirement systems seem justified only where satisfactory state systems do not exist, and when a satisfactory state system is established, it should include all teachers within the state. The extent to which the nation should participate in the program should be somewhat dependent upon the degree of participation by the state. Although as a nation in 1935 through the Social Security Act we recognized our mutual responsibility for social security in general, teachers were excluded from the groups to be recognized.

It should be clearly understood that inclusion of teachers in the Social Security Act would in no way interfere or remove the responsibility for social security among states and individuals. It would be necessary to establish an equitable and financially sound plan of recognizing state provisions for economic independence of retired teachers in relation to the Social Security Act. However, this would be a relatively simple matter and should not be considered as a deterrent to the inclusion of teachers in the Social Security Act. Evidence that there is now existent a strong conviction that teachers should be included in the Social Security Act is available in the form of bills providing for such inclusion that were introduced in the 1940 session of Congress. It is to be hoped that these or similar measures will be passed, and professional educators would do well to render every effort toward their enactment.

In the meantime, since, as has been previously suggested, some provision for eco-

nomic independence of teachers by the national government in no way removes the obligation on states and individuals, it seems appropriate to direct attention in this discussion more particularly toward desirable action by states and individuals.

## Helping the Individual Teachers to Understand the Problem

The basic action that seems to be most needed by all leaders among professional educators in relation to the problem is that of helping the individual teacher to realize that retirement from active service is just as essential as beginning active service. Retirement should be looked upon not with apprehension and fear but with genuinely pleasant anticipation. To grow old gracefully and to enjoy retirement demands not only economic independence but also the establishment of avocational and recreational habits which will cause retired teachers to have so much to do after retirement that there will be no feeling of being lost and no such question as, "How can I spend my time?" Administrators and supervisory officers can render a tremendously valuable service by encouraging and, indeed, providing opportunity for the development of a mental state or psychological condition among teachers toward the end just suggested.

Every individual, and especially teachers, should realize when young that the time will come when he no longer can engage in active professional service and enjoy the corresponding financial remuneration. Therefore it behooves every individual in his youth to anticipate the age at which he will retire from active service, which for teachers seems to be between 65 to 70, and while still young to scrutinize the extent to which his nation, his state, and himself have taken steps to provide for his postservice life. It seems essential to say that it is assumed that monetary values will be kept stable enough in our country so that the economic independence of teachers can be provided.

## The Individual Program

Despite the vagaries of life that we are facing, "saving for a rainy day" still seems to be a highly essential motto for a successful and balanced life. The question then arises as to what is the best way for a classroom teacher to assume his responsibility to help himself.

It is my growing conviction that the purchase of ordinary life insurance is the first step that should be taken by an individual in assuming the responsibility for providing for the protection of dependents

on the one hand, and for economic independence during retirement on the other. Not infrequently not only both undergraduate and graduate students, but workers in business concerns and classroom teachers raise the question as to whether they should buy life insurance or build up an investment program other than life insurance. The best answer I know is contained in the following analysis:

Let it be assumed that there are two groups A and B of a thousand men 21 years of age. Let it be assumed that every man in Group A buys a \$5000 ordinary life-insurance policy at the cost of approximately \$100. Let it be further assumed that each man in Group B has decided to buy a \$100 bond every year and to use all interest in the purchase of bonds. During the first year, eight people in each group will die. Let it also be assumed that the eight men who died who had purchased insurance bought it on July first and that the eight men who died among the bond purchasers bought the bonds on July first. The heirs of the eight men who bought insurance who died would have received \$40,000. The heirs of the eight men who died who bought bonds, assuming the fantastic interest rate of 5 per cent, would have received \$820. Eight men from each of these two groups would die the second year, and similarly, the third. Assuming a purchaser of bonds reinvested the interest received each year, it would be 32 years before the value of the bond buyer's investment would be equal to the value of the insurance purchaser's in case of death. A comparison between insurance as a means of protection and private investment in most any direction would show the superiority of insurance so far as the person with a small income is concerned.

## Ordinary and Endowment Insurance

Teachers would do well to scrutinize the relative advantages and disadvantages of endowment insurance and ordinary life insurance. Between the ages 21-25 approximately \$12,500 of ordinary life insurance can be purchased for approximately the same amount of money as a 20-year endowment policy of \$5,000. After 20 years have elapsed, if the dividends from the ordinary life-insurance policy have been left to accumulate, the cash surrender value of the ordinary life-insurance policy of \$12,500 will be approximately the same as the cash surrender value of the \$5,000 endowment policy. The cost of a \$5,000 ordinary life-insurance policy at 21 years of age is approximately \$95; at 25, approximately \$103; at 30, approximately

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\$116; at 40, approximately \$154; and at 50, approximately \$228. It seems clear from this analysis that teachers should be urged to buy ordinary life insurance and to buy it at the earliest age possible.

### Teacher Mortality

Teachers should be somewhat familiar with mortality tables and the cost of annuities. The American Experience Tables have been used very widely for years in this country and still are the basis for much of our existing legislation governing the operation of life-insurance companies. It should be recognized that experience proves that the life expectancy of individuals from middle-age on is markedly higher than shown by the American Experience Tables. *The Transactions of the Actuarial Society of America*, Vol. 39, Part I, May, 1938, includes actuarial data commonly known as the Kinneke Table which teachers seem to approach more closely than those shown by the American Experience Tables. The life expectancy of a man 50 years of age on the basis of these two sources of information is from 21 to 25 years; 55 years of age, 17 to 21 years; 60 years of age, 14 to 17 years; 65 years of age, 11 to 14 years; 70 years of age, 8 to 11 years. The life expectancy of a woman 50 years of age is from 24 to 28 years; 55 years of age, 20 to 24 years; 60 years of age, 16 to 20 years; 65 years of age, 13 to 16 years; 70 years of age, 10 to 13 years.

### Annuities

Teachers should be familiar with the different possible programs of annuities. The three programs of annuities which seem to fit the needs of most professional educators best are the life annuity, the guaranteed payment plan, and the joint annuity plan.

A life annuity, as the term implies, guarantees a certain income to an individual as long as he lives. However, under the life-payment plan all payments cease at death and nothing is left to the deceased's dependents or heirs.

Under the guaranteed payment plan a given monthly income is guaranteed for a fixed number of months such as 120 or 180, and if the purchaser of the annuity dies before the specified number of months has elapsed, the regular payments are made to the deceased's dependents or heirs. However, under the guaranteed payment plan, if the annuitant lives for a longer period of time than covered by the guaranteed payments, he still receives annuities as long as he lives.

The joint annuity plan, as the name implies, is an annuity taken on two or more people. This form of annuity seems particularly acceptable in cases where a husband is considerably older than the wife.

The amount of annuities which can be purchased for a given sum under the guaranteed payment plan are slightly smaller than is the case under the life-annuity plan. However, the guaranteed

payment plan has been found to meet the needs of professional educators having dependents somewhat more satisfactorily than the life-annuity program. Assuming that the annuities are paid for with a single lump sum payment, at the age of 65 a monthly annuity of \$100 on the annuity for life basis would require approximately \$15,000, while the annuity under the same plan for a woman of the same age is \$17,000. At the age of 70 years, \$100 a month annuity under the life-annuity program would require \$12,000 for a man and \$15,000 for a woman. Under a guaranteed payment arrangement with 120 payments guaranteed at 65 years of age, a \$100 a month annuity would require \$16,450 for a man and \$18,570 for a woman. At the age of seventy a \$100 a month annuity under the guaranteed payment arrangement would require \$14,610 for a man and \$16,450 for a woman.

Such are some of the facts that administrators would do well to make sure are made available to, and considered by, teaching staffs.

### Some Characteristics of a Good State Teachers' Retirement Fund<sup>2</sup>

Inasmuch as only a few states have anything approaching a satisfactory arrangement for the teachers' retirement fund, it seems desirable to consider some of the essential requirements for such a fund. In promoting and preserving a state system of teacher retirement, care should be taken to make clear that the fundamental reason for a sound teachers' retirement system is its influence upon teachers and teaching. If teachers can feel reasonably sure that they will not be "kicked out on the community" when their time for retirement comes, the difference in their attitude and what it would be under different conditions is hard to estimate. From this point of view it can be seen, therefore, that a sound system of teacher retirement is basically an educational matter.

1. A teachers' retirement fund must be adequate, that is, provision should be made so that the teachers may be reasonably sure that they are to be taken care of by the state to a reasonable degree in keeping with the economic class of which they are a member.

2. It should be comprehensive, that is, membership in the state retirement system should be compulsory for all teachers from the age of 21 and during the entire teaching career.

3. It should be a system of savings required of individuals by the state together with certain contributions by the state.

4. State participation in providing for the economic independence of retired teachers should not be made in the form of a pension.

5. The system should be so organized that it is one of individual accounts, and guaranteed specific retirement allowances before retirement should not be promised.

6. In a sound retirement system the retirement allowances of a teacher should be deter-

mined entirely by annuities which deposits that have been made by the individual teacher and the state together with accumulated interest will buy. In a good teachers' retirement system the state should deposit relatively larger sums of money for the lower salaried people than for the higher salaried teachers. This is a practical observance of the principle that the state obligation is greater where the individual financial ability of the teacher is relatively lower.

7. There should be a definite and enforced retirement age fixed possibly from 65 to 70 years of age. It should be recognized that it is extremely difficult to establish a state system of teachers' retirement which will operate satisfactorily at the age 65 under existing low interest rates. It also seems probable that interest rates will remain low for some time to come.

8. Retired teachers should be required to utilize the total amount credited to them, that is, both their own and the state deposits along with accumulated interest, for the purchase of annuities.

9. Optional annuity plans should be possible in a good teachers' retirement system. Certainly the life annuity program, the guaranteed payment plan, and the joint annuity plan should be offered, and, possibly combinations of these and other plans.

10. The ultimate success of a teachers' retirement system depends upon the degree to which it is founded upon an actuarial basis and necessary payments by both individuals and the state are made and administered.

11. It is essential that the administrative control and administration of a teachers' retirement fund be centered in a nonpolitical board and qualified executive appointed by the board. The composition of the administrative board of a teacher retirement fund should provide for representation of the teaching profession, the legal profession, and, if possible, an actuary.

12. Definite and strict requirements for periodic auditing of the funds by a certified public accountant of a reputable standing should be made. Such auditing should be done by a commercial firm rather than by any state auditing agency.

13. Provision should be made for periodic actuarial review.

14. Annual statements of individual teacher accounts should be issued upon request.

15. Complete and easily comprehended annual reports should be made of the fund, indicating total payments made by individual teachers, total payments made by the state, investment practices, and the financial position of the fund.

In the last analysis, the safety of a teachers' retirement fund is the record of its excellence. Complete safety cannot be guaranteed. The safety of a teachers' retirement fund is dependent upon the astuteness and integrity with which the fund is administered. Attention is called to the fact that the proposed organization for the administration of a teachers' retirement system fund calls for professional service and desirable checks and balances. These are the only structural means of guaranteeing integrity.

Principles such as these might well be applied as criteria in the evaluation of existing teachers' retirement systems as well as guides in the establishment of new

<sup>2</sup>This section of this paper is based largely upon a "Report of a Special Committee on the Status of the Wisconsin State Retirement System," State Annuity and Investment Board, Oct. 15, 1940.



# Green Bay Devotes Special Attention to Special Departments

G. E. Denman<sup>1</sup> and N. C. Kreuter<sup>2</sup>

... And the next day Donald ran as he hobbled to the gymnasium, and smiled as he eagerly begged: "Teacher, could I have a ball? I want to play with the gang." He got the ball and he did join the others on the playground.

That shouting smile and that active swagger made you almost forget that Donald had a congenital dislocation of one hip and that only yesterday he returned from one of his regular internments at the State Hospital. He was back in Green Bay now and enrolled in the Orthopedic School.

They say I shouldn't feel sorry for Donald, at least not in his presence. Furthermore, they say he has excellent physical and mental compensation and that eventually his handicap will be corrected. Meanwhile, Donald embraces the full curriculum from reading to running and, aside from his special treatments, he lives a normal school day.

Not many semesters past, Donald's leg would have rendered necessary a choice between hospital confinement or a definite sacrifice in guided education. No doubt, you are familiar with that time when all those "special cases" were methodically segregated from the average, or carelessly tossed into the flock, with a variable loss in either faculty or facility.

But Donald is back in Green Bay . . . and Green Bay, with its 46,000 people, is an average American city. Its public school system includes four secondary and 13 elementary schools, housing an enrollment of over 6700 pupils. Yes, and like every other city, it has its normal children and those who are handicapped.

Green Bay boards of education have always sought to give the normal boys and girls a better than average education. At the same time they have activated concern and care about those children who physically or mentally deviate from the norm. This latter regard resolved itself in the creation of "Special Departments." Herein, the all-inclusive conception of health has been adopted with its variety of healthful experiences, its appraisal, preventive and remedial procedures, and its guidance and growth techniques. The organization gives handicapped children a temporary or partial access to one or several of the contributing units.

It appears unnecessary to enumerate the many objectives underlying "Special Departments." True, these objectives have changed in some degree and they have experienced an alteration of stress and emphasis, but, by and large, the directed action has remained constant. Generally speaking, the bulk of effort has been exerted toward individual correction of variance, elimination of handicaps or ad-



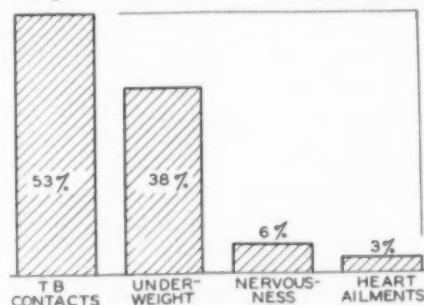
*The children in Nutrition Centers enjoy a hot, noon meal. All menus are furnished by the University Home Economics Department.*

justment in the light of those handicaps, and the development of self-direction.

The primary problem is one of organization and function or, by way of question — What is a workable plan which satisfies the objectives and produces the results? Green Bay's public schools have found a way, effective and practical, to conduct its Special Departments, i.e., Nutrition Centers, the Orthopedic School, Corrective Speech, the School for the Deaf, a Sight-Saving Class and a Class for the Mentally Retarded. In brief, these are the procedures and results to date.

## Nutrition Centers

The Nutrition Centers, of which there are three, are in specific locations so as to conveniently accommodate boys and girls from the entire city. All of the 79 children now enrolled give evidence of underweight, nervous-



*Incapacities of children enrolled in the Nutrition Centers.*

ness, heart ailment, or TB contact, and they have been admitted to one of the centers by recommendation of the city physician. The chart below indicates the present percentage of total enrollment for each incapacity.

A matron, assigned to each Nutrition Center on a part-time basis, has the daily responsibility of preparing the hot, noon meal, serving the milk, and supervising the rest periods. All menus utilized are those furnished by the University Home-Economics Department. The per capita cost of operation is about 11 cents per day for food and 12½ cents per day for matron. Each child is given adequate rest on a suitable cot under supervision of the matron rather than a full-time teacher. Every two weeks a school nurse makes a thorough check on the boys and girls enrolled.

This entire plan is an outgrowth of previous trials, and, without reservation, it has proved to be more efficient and less expensive. Segregation is limited. Aside from the time while eating and resting, these children are taught in the regular classrooms with children of their own ages. Furthermore, the records indicate that they are better taught in academic subjects and there is reason to believe that they are better adjusted socially since they are not encouraged to accept themselves as invalids. All of the teachers, as well as the school nurses, are constant observers and exert influence for better health of the children and parent education.

Other factors being equal, gain in weight

<sup>1</sup>Superintendent of Schools, Green Bay, Wisconsin.

<sup>2</sup>Director of Physical Education, Green Bay.



*A matron assigned to each Nutrition Center has as a responsibility the supervision of rest periods.*

is an objective criterion for judging the relative value of the program. In this connection it is interesting to note the following table of gain during the first semester of this school year:

16	gain of from 3 to 4½ lb.
23	gain of from 1½ to 2½ lb.
12	gain of from ½ to 1 lb.
2	neither gain nor loss
8	just enrolled; too early to report

### The Orthopedic School

Green Bay's Orthopedic School is a district center for the treatment of physical disabilities. The records show that there have been boys and girls admitted from seven different counties. In fact, this particular school serves a greater part of northeastern Wisconsin and functions in association with the State Orthopedic Hospital and the State Department of Public Instruction, as an integral part of the state program. Naturally enough, the enrollment fluctuates in the number of children and in cities and towns represented. The most recent accounting shows a total of 29 full-time (academic school) cases.

Each child admitted is under the close and combined supervision of physiotherapists and classroom teachers, making it possible for graded academic instruction along with specific physical care. The children in this department



*A special school bus operated on schedule carries children to and from the Orthopedic School. The matron and the bus driver assist the crippled children.*

experience influences of the entire curriculum with such allied devices as the gymnasium and playground, the library, the motion-picture project, and the Boy Scout program. They are taught individually or in small groups, and their general school life tends to move in happy surroundings, suggesting an optimistic atmosphere of hopefulness.

The primary intent of the Orthopedic School is correction of physical deviation. For each particular handicap there is a specialized system of treatment, designed through medical consultation, periodic examination, orthopedics, physiotherapy, hydrotherapy, rest, and exercise. Consequently, the various pieces of apparatus and equipment (braces, sun lamps, massage tables, pulleys and ladders, corrective furniture, hydro tubs, etc.) are unique in their adaptation to individual crippling defects.

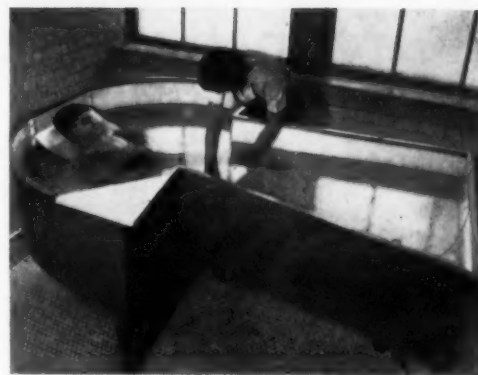
Diet is important. Every noon each child partakes of a hot, balanced meal prepared by the cook and her assistant. Here again, as in the case of the Nutrition Centers, the menus are those suggested by the Home-Economics Department of the University of Wisconsin. As further nourishment, these children receive milk or orange juice in the midmorning.

Heretofore, facilitation of movement about the department and provision for means of transportation were definite problems. A solution to the first was effected by the employment of a matron designated to assist the children about the various rooms and on and off the bus. The second was eliminated by the utilization of a special school bus which operates on a regular schedule, taking those children living in the city, to and from the center.

In addition to the 29 children regularly enrolled, other boys and girls, ranging in age from infancy through high school, come to the Orthopedic School for special treatment, but otherwise attend their own particular schools. There are 54 such cases which, added to the regular registration, tallies a total of 83 handicapped children receiving treatment and assistance. All of these cases are admitted to the department upon the recommendation of a physician.

The cost to operate the Orthopedic School, above per capita cost for normal children, in registration, is paid by state and federal agencies. This amounts to approximately \$11,500 annually.

There is little reason to challenge the values of an orthopedic program when one is familiar with case histories of the many children who receive treatment. Typical is the 6½-year-old boy who, in April, 1936, became seriously ill. His ailment was diagnosed as infantile paralysis and he was sent immediately to the Wisconsin Orthopedic Hospital. At that time he had muscle weakness in all four extremities and trunk. He was discharged to the Green Bay Orthopedic School in November, 1936, wearing two long leg braces, a corrective corset, and crutches. Muscle training was prescribed. In February, 1937, he was able to discard the leg braces; in June, 1937, he walked without the use of crutches; in September, 1938, he discarded the corset; and, in June, 1939, he was discharged from the hospital and the Orthopedic School. The clinical findings were satisfactory and this boy



*Hydrotherapy is important in the treatment of infantile paralysis cases. This boy is receiving special under-water exercise in a Hubbard Tank.*

was able to return home and continue education at his own school.

### Corrective Speech

Practically all of the important scientific research in the correction of speech defects has been done in the past 20 years. Hence, it is significant that a program of community education and in-service training be initiated as a supplement to the actual clinical techniques. With this as a guide, the Corrective Speech Department has formulated a plan to meet the following objectives:

1. To establish habits of good speech
2. To eliminate minor clinic cases in the first four elementary grades through classwork in Better Speech
3. To acquaint parents with the incidence and cause of speech defects, as well as the methods of correction
4. To recommend specific training for the preschool child who has a speech defect
5. To emphasize good personal speech habits for all teachers
6. To help train teachers in the detection and correction of speech disabilities
7. To drill on all the sounds in English
8. To co-ordinate motor activity and sounds of speech as much as possible
9. To work for distinct utterance through the medium of individual speaking and choral reading
10. To make speech activities a pleasure for the child
11. To correlate speech training with other school subjects wherever possible
12. To make the child speech conscious

This program provides effective ways and means for the projection of all these objectives. Corrective speech teachers go into the primary grades on schedule and, in short, well-directed instructional periods, train all children in preventive measures. These include proper breathing, vocal relaxation, phonetics, and enunciation. Furthermore, defective cases (clinical or pathological) receive additional attention with daily follow-up training from the regular classroom teacher. Each teacher is instructed in better speech habits and the promotional methods involved. The treatment of individual cases is not restricted to primary classes, but is extended into intermediate, junior and senior high school grades.

Special emphasis is placed upon work with mothers of preschool children. Speech teachers make home calls on appointment, diagnose a child's speech defects, and outline a



program for the parents. This necessitates careful study of environment in relation to the physical and emotional status of each child. Repeated visits are made until there is evidence of improvement or correction. Further development of this approach includes discussions with parent groups concerning the home's part in a speech program and the techniques for treating various difficulties.

Instruction in lip reading is another phase of corrective speech. Children assigned to this training are selected on the basis of consecutive audiometer tests. This department possesses its own apparatus and examinations are given at frequent intervals. It has been found that correct seating and elastic organization do much to eliminate the overemphasis on lip reading. However, when this special service is essential, every effort is made toward meeting the child's needs.

This new program reflects a definite shift of emphasis. Heretofore, the activities were primarily remedial, whereas the tendency now is to place a proportionate stress upon preventive measures. There is every indication that parents and teachers accept this procedure as a progressive step toward improved speech and better education.

#### School for the Deaf

Special attention to handicapped children may suggest that this is a completely new experience in Green Bay's educational system. However, such a conclusion must be readily dismissed when the records are exposed to historical analysis.

The Green Bay Day School for the Deaf was established in 1897, and is now in its 44th year of operation. In early existence, it was treated perhaps as an experiment, but its dedication to purpose has long since made it a fundamental part of the school organization. Its continuous, progressive development is based on the sincere thesis of academic instruction and social adjustment for children with defective hearing. True, there have been numerous incidental, yes, and even major changes in equipment, pupil classification, and teaching technique, but the object of the school has remained essentially the same.

The Department for the Deaf (and hard of hearing) is, for positive reasons, a school within a school. Actually, it occupies a portion of one of the larger elementary buildings, but functions under the direction of its own principal and a separate corps of teachers. This plan allows specificity of the purpose to move within the scope of general school



*Each pupil in the School for the Deaf is given an audiometer test which offers a scientific diagnosis of residual hearing.*



*Special cases receive additional follow-up training in Corrective Speech. Very often the children are given an opportunity to visualize their vocal expression in a mirror.*

environment. The children with auditory defects receive particular training in their special rooms, and also join many of the regular classes in general curriculum activities. It is obvious that this cooperative association and continuous contact with the normal school situation encourage many beneficial, socializing effects.

The Day School for the Deaf serves six Wisconsin counties. There are, according to the most recent report, 44 children in attendance; the youngest is 4 and the oldest is 21. Of the total enrollment, 26 are full-time, severely handicapped children; the other 18 have a partial hearing loss and are classified as lip readers.

Sixteen, or more than 60 per cent, of the full-time pupils are legally nonresidents. However, during the school year they live in local foster homes approved by the State Child Welfare Department. Provision is made for bus or taxi transportation, and those children who are unable to go home for lunch are served a hot, noon meal. This entire procedure avoids complications; it is efficient and practical, and is devised to further embody the objectives of the school.

Teachers in the School for the Deaf are qualified by their professional training. In addition to the regular subjects, they stress instruction in lip reading, language development, speech, and acoustics. The handicaps in this department are grouped primarily on the basis of hearing loss. Every pupil is given an audiometer test which offers a scientific diagnosis of residual hearing. The audiogram indicates whether the child has progressive, conductive, or nerve deafness, and what amount of hearing he has for each tone in the entire range. In this connection, special emphasis is placed upon acoustics. Each group utilizes its own multiple hearing aid which tends toward: (1) increased hearing vocabulary, (2) better and more fluent speech, (3) development of rhythmic sense, (4) enjoy-

ment and satisfaction of normal life activities, (5) ease for the teacher in reaching the group, and (6) greater educational acceleration and more natural expression.

A complete statement of operating expenditures for the past school year disclosed a cost of approximately \$9,600 for this special department. However, substantial refunds, derived from state aid and tuition collection, reduced the expense to the board of education to about \$1,000. The important factor, nevertheless, is in the evidence that the School for the Deaf (and hard of hearing) pays essential dividends in academic and social alignment to those children with auditory defects.

#### Sight-Saving Classes

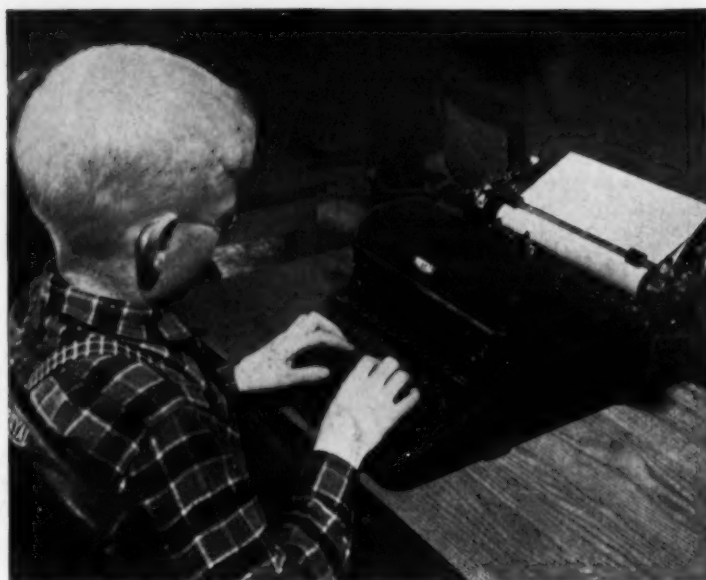
In the field of education there exists the theory that instruction, in order to be effective, must be made to fit the child. Perhaps the most pronounced application of this principle is reflected in the teaching of handicapped children, and particularly so, in the administration of sight-saving classes.

The purpose of sight conservation in the schools is to make possible an education for



*Each group in the School for the Deaf uses its own multiple hearing aid for academic instruction.*





*Each child in Sight-Saving learns to do regular class work on special, 18-point, bulletin typewriters.*



*Children in the Sight-Saving Class read from 24-point, clear-type books. Furthermore, the tilt-top, adjustable desks are set to suit the eyes of the child.*

children who are not blind, but who, because of serious eye difficulties, cannot profitably carry on their school activities under normal conditions. It strives to save the residue of vision and, at the same time, enable the child to maintain educational pace with boys and girls his own age.

Accordingly, the Green Bay Sight-Saving Class serves those children whose vision is such that they cannot follow the customary school procedure. It provides adjustments for those who are suffering from a progressive eye disease, and who, otherwise, would risk complete loss of vision by attending regular classes.

The 10 children enrolled in sight saving range in age from 7 to 16 inclusive. Their special room contains numerous features, fundamental to the handicaps, but different from the equipment of a standard schoolroom. First of all, there is a minimum of 30 foot-candles of light and particular attention has been given to the avoidance of glare from books, desk tops, blackboards, and walls. The textbooks are printed in large type on unglazed paper; the big geographical globes have a nonglare surface; the maps are in strong outline and without detail; and, the desks have a tilted, adjustable top. The crayons are large; the typewriters have bulletin type; the chalk is yellow and one inch in diameter; and the pencils have soft, thick leads. Moreover, lined and unglazed manila paper is generally used for writing.

The sight-saving program is conducted on a cooperative plan. These handicapped children attend the regular graded classes for certain periods of instruction with the understanding, however, that they do not participate in any activity requiring concentrated use of their eyes. They take part in music, physical education, and oral recitation in social science, English, and spelling, returning to their own rooms for the reading and written work.

Sight conservation, nevertheless, functions essentially through individual instruction by a specially trained teacher. Each child receives

adapted instruction in typing, writing, eye hygiene, and some arithmetic. The basic requisites of book study are given, but no attempt is made to develop an intense desire for reading which could never be safely practiced in later years. This entire program stresses adjustment to the limitations in vision and particular attention to further care of the eyes outside of school.

Green Bay's Sight-Saving Class admits children, recommended by a physician, from the entire city and surrounding districts. Transportation is not a problem, since in each case the child is either brought to school by the parents, has direct bus service or lives within safe walking distance. Furthermore, all of these boys and girls remain at school during the noon hour and receive a hot meal in the Nutrition Center.



*Children in the Development Department receive basic academic instruction, plus training in manual projects under the direction of special teachers.*

For the most part, state funds finance the school program of sight-conservation, and in a sense the present investment means future economies. First, where the vision is saved, the state is not obligated to provide for the individual. Second, the program guides these people in selecting vocations which tend to make them self-supporting.

#### **Mentally Retarded**

When a community inherits the responsibility of universal education the core of effort must, for numerical reasons, be directed toward average mentality. Green Bay's public schools have charted an approach which accents the greatest distribution, and also considers the inferior as well as the superior child.

A special department has been created to accommodate those children who are handicapped mentally. These are the boys and girls who are slow in learning; they are less able to generalize; they substitute imagination and memory for reasoning and judgment; they cannot deal with abstract ideas; and they need a variety of concrete experiences.

The aims of education for mentally retarded children conform in theory with the purposes of general education. They acknowledge, however, the limitations and stress those receptive channels which might guide these children into becoming self-supporting, law-abiding citizens. Occupational status findings indicate that, in the main, this group will eventually file its membership in the ranks of unskilled labor. It is, therefore, fitting that the mentally handicapped children be sufficiently founded in health, endurance, strength, and motor co-ordination, which are the predominant requisites of nonprofessional enterprise. Their curriculum embraces only the basic academic needs, combined with an emphasis on group-muscle training and accepted social behavior.

The traditional school encouraged mass instruction wherein all children (slow, average,

(Concluded on page 69)



*General Exterior View, Mark Keppel Senior High School, Alhambra, California. — Maxston & Maybury, Architects, Pasadena, California.*

# The Mark Keppel High School Alhambra, California

George L. Yelland<sup>1</sup>

Crowding 4000 students into a high school plant with a normal capacity for 2500 doesn't seem advisable, or even possible, but necessity made it mandatory in the high school at Alhambra, Calif. For several years it was done through ingenious methods of staggering class periods, overcrowding classes, and increasing the teacher load until the bounds of possibilities had been taxed to the limit. The residents of the community were aware of the overcrowded conditions and they certainly did not approve of them any more than did the school administration and the school board, but the problem which seemed for many years unsolvable was, "If a second high school is to be built, where will the plant be located." There was considerable disagreement among the people from the various sections as to the location of the building site. Thus, the chief problem of the school administration for several years was *housing*, instead of the continued developing of progressive educational processes as normally would be the case.

Two years ago, the school administration approached the problem by inviting each of the communities to appoint members to a "High School Relief Survey." Leading citizens of the communities were appointed and responded wholeheartedly in the giving of their time to the work of this committee. The school administration, through its research department, furnished the committee with every type of information regarding the dis-

tribution of school population, spot maps of student residences, various types of possible administrative setups, costs of each of these variations and many other types of information requested by the members of the committee.

The objective of the committee was to make a recommendation to the community as to the type of relief advisable, as well as the general location of a possible new school plant. These meetings were held over a period of several months and finally resulted



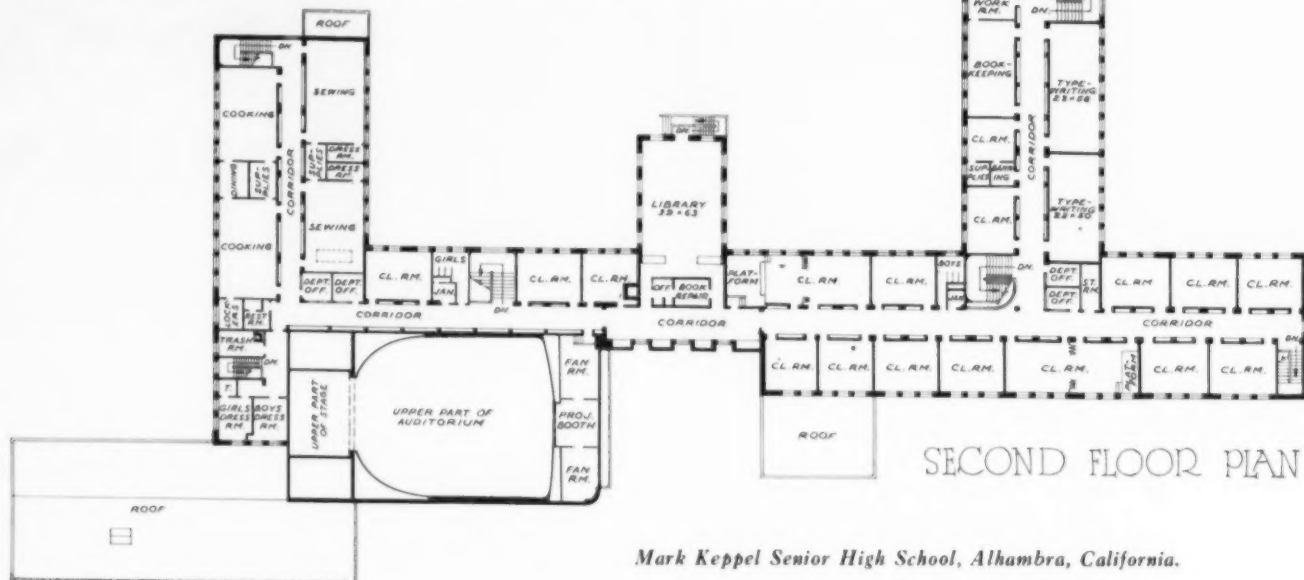
*Library of the Mark Keppel High School, Alhambra, California.*

<sup>1</sup>Secretary of the Board of Education, Alhambra City Schools, Alhambra, Calif.

in a recommendation which was almost unanimously approved by the committee. Tentative plans and estimates were made. The bond issue was submitted to the people of the community with generous publicity as to how the proposition was to be developed, and who was to develop it. The chief technique of the campaign was to disseminate information through many channels so that as many individuals as possible in the district might be aware of the true picture and facts of the problem. The result was that the bond issue

Application was then made for a grant from the PWA which was given, and after more than a year's work, the final touches on the new Mark Keppel High School were completed, at a total cost of \$1,300,000. It was made possible to spend this sum without selling all of the bonds approved, due to the PWA grants. The high school was built so as to take care of even abnormal increases in the district for several years to come.

The shape of the property selected as a building site lent itself to interesting and

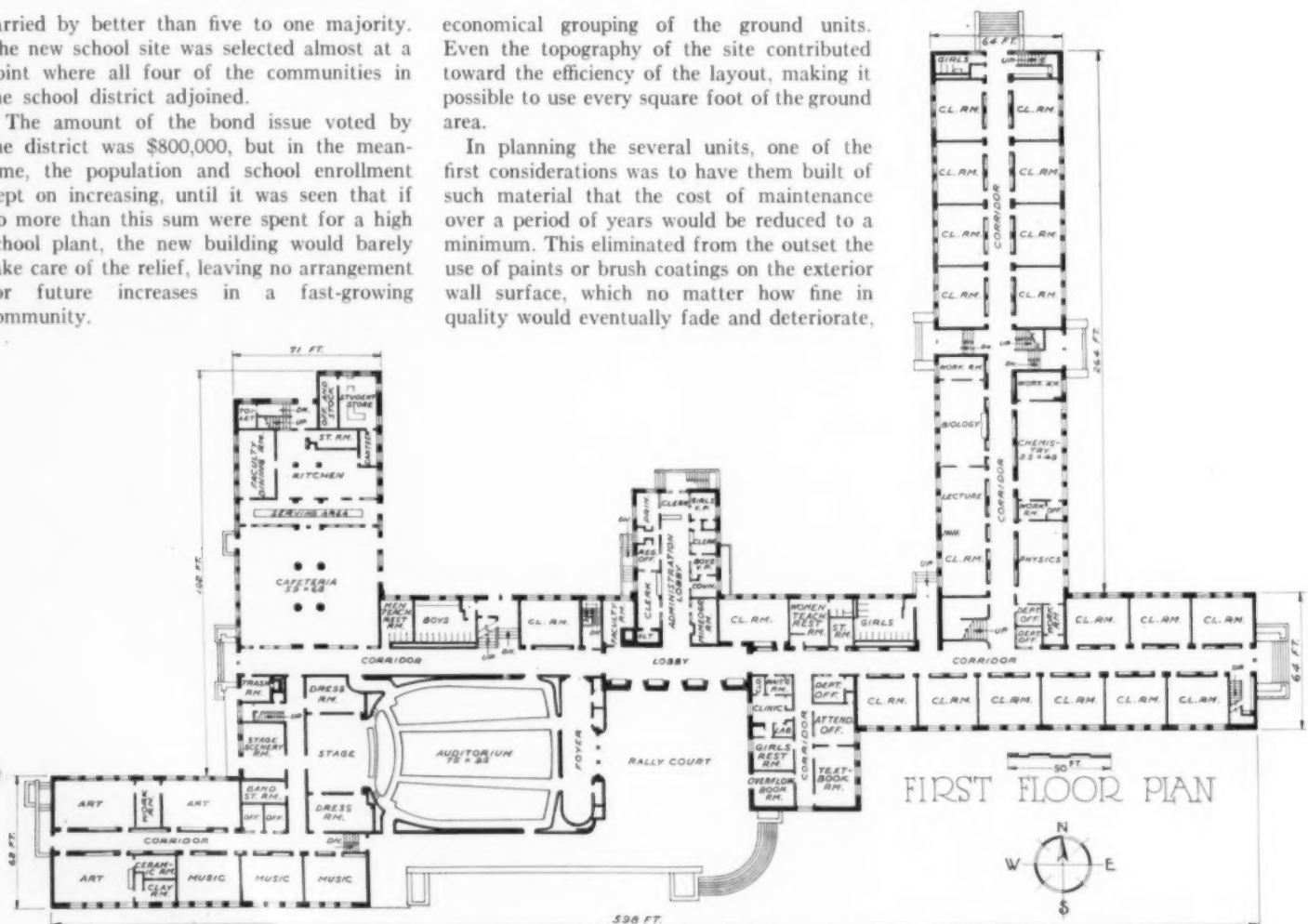


carried by better than five to one majority. The new school site was selected almost at a point where all four of the communities in the school district adjoined.

The amount of the bond issue voted by the district was \$800,000, but in the meantime, the population and school enrollment kept on increasing, until it was seen that if no more than this sum were spent for a high school plant, the new building would barely take care of the relief, leaving no arrangement for future increases in a fast-growing community.

economical grouping of the ground units. Even the topography of the site contributed toward the efficiency of the layout, making it possible to use every square foot of the ground area.

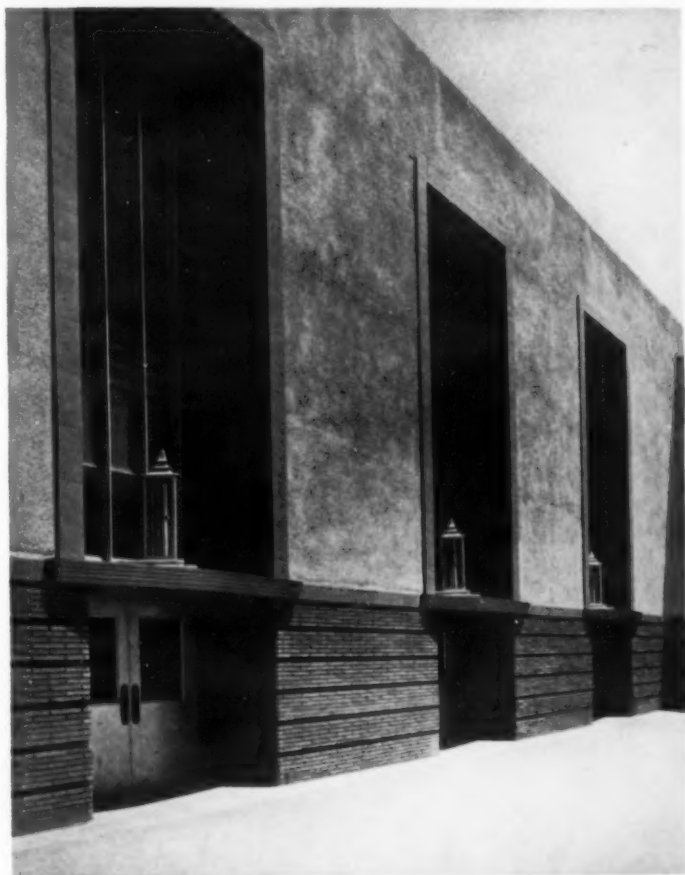
In planning the several units, one of the first considerations was to have them built of such material that the cost of maintenance over a period of years would be reduced to a minimum. This eliminated from the outset the use of paints or brush coatings on the exterior wall surface, which no matter how fine in quality would eventually fade and deteriorate,







*Auditorium of the Mark Keppel High School, Alhambra, California. The auditorium, with the rally court in the foreground, provides an idea of the typical architectural treatment of the building utilizing a combination of concrete and brick. The mural panels on the exterior wall are done in stainless steel and brightly colored enamels.*



*Main Entrance, Mark Keppel High School, Alhambra, California.*



*Detail of the auditorium showing decorative mural panels in steel and enamels.*



*Typical shop conditions are provided in the metalworking department.*



*A typical academic room in the Mark Keppel High School, Alhambra, California.*

necessitating their replacement every few years. In place of such a coating, it was decided to use an exterior coat of gunite plaster containing aggregates of crushed ceramic, giving a warm, pleasing color that harmonizes with the brick wainscoting and trim used on the buildings. Thus an interesting new de-

velopment has been applied in obtaining a permanent color for the exterior of the buildings. Brick was used for the wainscoting and trim not only to introduce color, but because of its quality to resist the extreme wear and tear which a school building is subjected to. Wherever brick is used it is purely a decora-

tive and protective covering over the concrete framework.

Economy in construction was kept in mind by grouping the windows in such a way as to make possible the repetition of structural units or bays throughout the building. This created a strong frame with no filler walls,



*The ideally lighted and acoustically treated auditorium depends entirely for its beauty on its streamlining and its harmonious coloring.*



which lowers to the minimum the possibility of expansion cracks appearing in the concrete wall surfaces. This system of construction has an inherent value in meeting stresses resulting from earthquake shock, thus obviating the necessity of providing additional stiffening members to meet this condition. This, together with the fact that the floors and ceilings are of reinforced concrete, results in the simplest and most economical system of construction, to meet the earthquake factor of 1/10 g imposed by the Building Code of the State of California.

In a structure as large as the Mark Keppel High School, it was necessary to give serious consideration to a plan that would reduce to a minimum the time interval required by class changes. This means a central location of the administration, auditorium, and library units, which was accomplished. Also it was important to isolate units in which work of a disturbing nature would be carried on. Consequently the art and music rooms were placed on the opposite side of the auditorium, far removed from the classrooms. The corridors connecting the various units and classrooms were designed with twice the normal amount of glass area between the classroom and corridor, which increases the borrowed light from

the classrooms and provides large windows opening directly to the exterior at the ends of the corridors. This, together with the use of varied-colored wall surfaces in the different corridors and stairhalls, has produced an extremely interesting architectural treatment.

The color scheme for the classrooms was worked out on the principle of polarized light, two colors being used in each classroom. The color scheme, which is varied, depends upon the exposure to the sun. In the classrooms, the wall surfaces faced directly by the pupils and teachers are suppressed in their reflective value, thus reducing eyestrain; the wall surfaces to the right and left of the pupils have highly reflective value.

A feature of the building is its main approach, with a large "rally court," from which entrances lead to the administration lobby, and to the auditorium foyer. This rally court which is surrounded on three sides, gives a sheltered gathering place or rendezvous for the students, and in later years they will carry with them many happy memories of the pleasant associations built around the activities in this rally court.

An important feature of the decoration facing this court and located above the entrance doors to the auditorium, is a large stainless-

steel and enamel mural. Similar panels appear on the south front of the auditorium and are the result of collaboration between the artist and the architect. A nationally known mural painter was employed by the architects to design and execute these panels, which depict symbolically the history of Southern California. The execution of these panels in metal and enamel was made possible by a new development in the metalworkers' craft, used for the first time on the exterior of a public school building.

The auditorium has been planned along extremely simple lines, but at the same time is very effective, due to the intelligent use of materials and a good color scheme. A modern type of lighting is used in the auditorium, an indirect system from light troughs located in the ceiling. This room was planned by an outstanding acoustical engineer, which resulted in its having the proper sound reverberation to give the most pleasing reception of speech and music to the listener.

The school plant has been a source of civic pride and praise by people of the entire school district.

Messrs. Marston & Maybury, of Pasadena, were the architects for the Mark Keppel High School.

## Economy, True and False, in School Buildings — III Warren S. Holmes<sup>1</sup>

In previous articles, the writer has attempted to point out vital reasons why the construction of school buildings of permanency to withstand the weather and wear for a century or more, is both necessary and economical.

When such buildings are designed to satisfy aesthetic requirements and to provide adequate natural lighting and absolute safety in stairway exits from hazards of fire and panic, and when flexible in plan and construction so that improvements and changes can be made as the progress of time dictates, no reasons exist why these buildings should not serve both economically and efficiently for such long periods.

While the permanency of the exteriors and structural elements of modern school construction is conceded, the considerations of replacements due to wear and tear and changes to meet new requirements and modernization, must also be met if buildings are to serve economically for long periods. Such items as finish floors, tack-board space, blackboards, built-in cabinets and lockers, redecorating, and furniture are susceptible to change and replacement from year to year and logically come under the heading of maintenance.

The best designs for school buildings today provide a system of accessible tunnels and chases for pipes and conduits to the extent

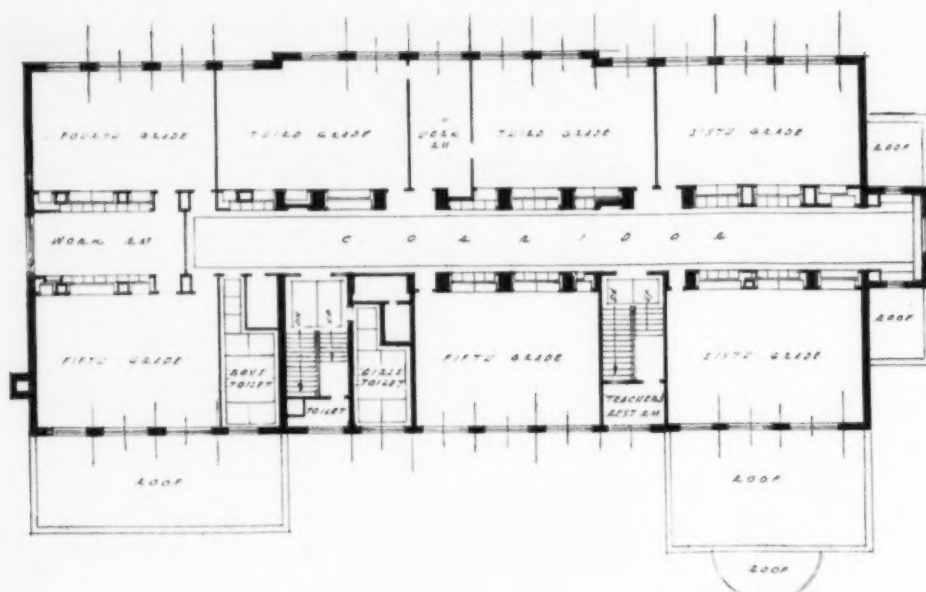
that no steel piping is buried in the walls, floor, or roof construction, or placed underground. Moreover, these chases and tunnels are carefully ventilated, which prevents de-

terioration of equipment by rust and corrosion, and adds years to the lasting qualities of this mechanical equipment. This provision for pipe chases and tunnels means that all

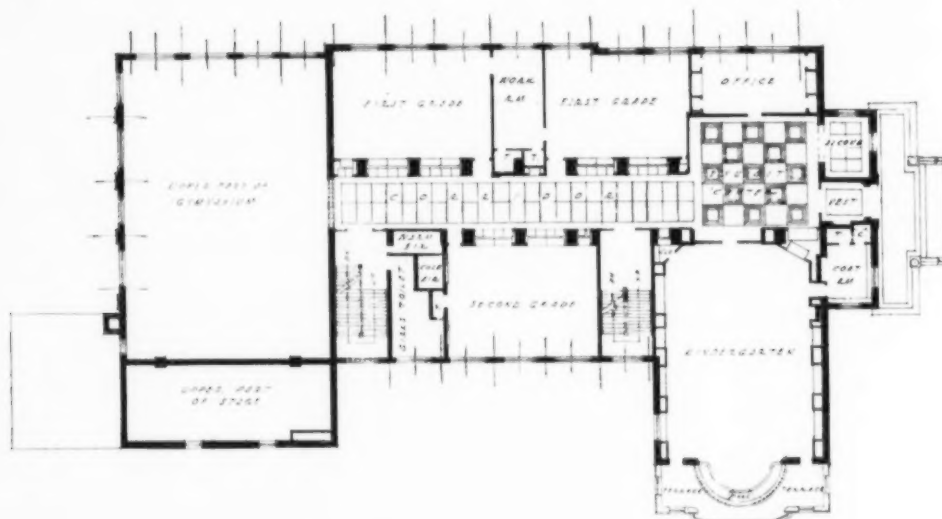


*The widest utility has been sought in the plan, finish, and equipment of the Jos. W. Mauck School, Hillsdale, Michigan.*

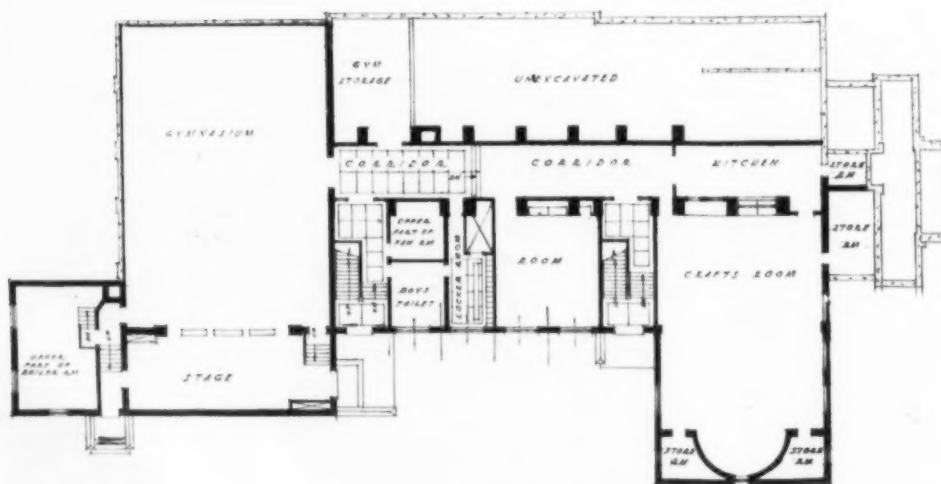
<sup>1</sup>Architect, Lansing, Mich.



Second Floor Plan, Jos. W. Mauck School, Hillsdale, Michigan.



First Floor Plan, Jos. W. Mauck School, Hillsdale, Michigan.—Warren S. Holmes Co., Architects, Lansing, Michigan.



Basement Floor Plan, Jos. W. Mauck School, Hillsdale, Michigan.—Warren S. Holmes Co., Architects, Lansing, Michigan.

pipng and other mechanical equipment, such as heating, plumbing, and electrical work, can be modified or replaced at will without injury to the finish work of the building. These precautions are, of course, also necessary provisions for flexibility. The toilets, stairways, air shafts, and other permanent features of the building are grouped in the plan, leaving the classroom areas free of such obstructions and without brick dividing walls. The dividing partitions are of light construction designed to be moved as required.

Where these considerations are properly provided for, changes in room layouts and in the built-in features for instruction are made as desired, at costs which are negligible as compared to wrecking and rebuilding. Provisions for future additions are also contemplated in the original plans. *This is not merely theory, for these changes and replacements are being made year after year by school districts having the foresight to plan and build in this manner.*

These provisions in school buildings do not increase the costs, but rather represent an important phase of school-building specialization. With these considerations fully developed and in general use, school construction designed to be wrecked and rebuilt by succeeding generations must be deemed both unnecessary and grossly uneconomical. Those school districts which fail to provide for flexibility must, sooner or later, pay a big price, either in costly replacement or in handicapped education.

Economy in school buildings erected for long life manifestly demands modification of some fundamental concepts. Practically all new school construction is destined to have a long life. The quality of construction employed will stand up for at least a century; destruction by fire is ruled out; the investment is too large to justify wrecking and rebuilding. The first and most important consideration, therefore, becomes adaptation to use. It seems absurd to discuss economy in school buildings apart from use—I doubt if it can be done. That some school buildings are far more useful than others, almost goes without saying. It is because so many new buildings are erected year after year, destined to have a very limited use compared with the need, thereby curtailing education in these buildings in the immediate future as well as in years to come, that the matter deserves special mention here.

Almost as if by magic, school authorities have suddenly come into general agreement that skilled hands contribute much to the making of better minds. Therefore, *an important phase of schoolwork becomes the teaching of every pupil to do something useful.* To the question propounded to Alonzo G. Grace, commissioner of education for the state of Connecticut, by Lyman Bryson on a radio program, *The Peoples' Platform*, "What can the public schools do in the defense program?" Dr. Grace replied, "The first business of the schools is to produce youngsters physically fit, and next, to supplement the academic work now being provided with vocational training."

Previously, in all but a few schools, the





*General Exterior, Jos. W. Mauck School, Hillsdale, Michigan. — Warren S. Holmes Co., Architects, Lansing, Michigan.*

emphasis has not been placed on manual activities, but rather on bookwork, the study-and-recite method with variations. No criticism or disparagement of this method is here intended—it has served well and will always continue to be an efficient procedure for accomplishing certain results, and school buildings are usually well adapted to it.

Some will deny the failure of the schools at this point, but we have the statement of the National Youth Commission "that 75 per cent of high school and college graduates are unfitted for work and many of these do not even know the kind of work they want to do." How can it be otherwise when for a decade the schools have been frantically asking for what their students should be prepared when there were no jobs? The schools are not to be legitimately criticized for failure to be sufficiently forehanded and foresighted to provide for what did not exist. Until now, the ability to do, as well as to know, has not been demanded of the school product and consequently, with but comparatively few exceptions, school buildings are poorly designed and poorly equipped to provide training for this manual side of education now deemed a necessary accompaniment of the academic.

Day after day and year after year, teachers propound the principles of a theoretical culture in school buildings that not only belie these very same principles in every detail of their design and construction, but deny the student the creative exercise of his physical abilities as well. It is imperative to add provision for working with the hands in all the schools to the same extent that it is now provided for in the better schools that have made such transformations. It is equally imperative to add the necessary aesthetic values to make school buildings places where culture can be lived as well as taught. These are high-

pitched notes in education, not to be neglected in its ensemble any more than the deep bass notes of practicality or the middle-range notes of booklore.

These considerations apply equally to curriculums and buildings for there is no mistaking the fact that buildings determine curriculums to the same extent, if not to a greater extent, than the curriculums determine buildings. That schools are no better than their physical equipments of buildings and furnishings is a fact too well established to be longer ignored.

Manifestly, school buildings that meet all these requirements are never cheap buildings in first costs, though they need not be expensive buildings.

An expensive building in first costs, however, that meets these requirements is far more economical in the long run than any building, regardless of its cost, that does not meet them. The great extravagance in schools is not, as some think, costly school buildings and high-salaried instruction, but rather the wasted time of pupils and teachers because of inefficient operation.



*The kindergarten is as attractive as a home nursery.*



*The kindergarten entrance of the Jos. W. Mauck School, Hillsdale, Michigan, is a true beauty spot that makes children's first contacts with school life a real joy.*

With school bonds selling at a premium with interest rates as low as  $1\frac{1}{2}$  per cent on buildings designed to serve efficiently from 50 to 100 years, it is manifestly poor economy to eliminate from school buildings those features essential to use, low-cost maintenance and aesthetic satisfaction, to save a small percentage in the original costs.

The considerations of use, i.e., adequate floor space to provide for a health and recreative program, music, handiwork, and vocational training and study, will, of course, always remain paramount to economy.

Aesthetic considerations in school buildings are seldom coupled with economy, but they at once become closely associated with use when we determine that school buildings shall be permanent and serve many years. Good design becomes an essential element of economy with good planning for long-term school construction. Good design is essentially the product of a trained imagination—lack of such imagination produces poor design, the product of which is always commonplace and often crude.

Public opinion is quick to denounce and devalue the crude and commonplace in public affairs, and schools and school buildings are no exception. Public taste for good architecture is developing rapidly in America and it becomes highly important that school buildings possess the refinements in design to symbolize the American ideal of education. Buildings that fail in this respect depreciate much too rapidly in the esteem of their constituents to be classed as economical. Other potent reasons exist for improving the aesthetic conditions in school buildings; much of the good in education comes from normal contacts—contacts with environments, with people, with situations. The environments provided by school properties vary from being positively negative or neutral to being positively educa-

tive. School environments that normally provoke interests, enthusiasms, ambitions, and appreciations in children are cultural and educative to a very high degree and should be the birthright of every school child in a country whose ideal is democracy.

The new art of today, which substitutes an emphasis on perfection of line, form, and color in the commonplace, useful things of life for the art of classic painting and sculpture of the past, possesses unlimited possibilities for education. It is the writer's belief that these considerations have assumed such importance in education as to deprive all school buildings of a just claim to true economy except they possess high standards of aesthetic attainments. Failing to do this, these buildings will lose the reverence and respect of the supporters of education and become, in effect, millstones upon educational progress.

To summarize: school buildings are necessarily of permanent construction to serve for long periods, certainly not less than 50 years and in many instances, for a full century.

With this goal in mind, economy in school-building construction does not lie in eliminating useful and desirable features to save a small percentage of the original costs; indeed, this policy may be, and often is, inefficiency at its worst. *True economy* lies rather in, first, provision for flexibility—provision in planning and construction for changes; second, in adaptation to use—in building in the conveniences for student and teacher use that will result in construction activities to exercise the physical skills now regarded as a necessary supplement to the usual book lessons; third and last, but not least, endowing school-building design inside and out, with the measure of intrinsic beauty necessary to make all rooms pleasant, attractive, interesting, symbolizing a high ideal for education to merit the respect and support of the community.

## THE MAINTENANCE OF HAND FIRE EXTINGUISHERS

Fire extinguishers, to be instantly available for use at all times, must be properly recharged and inspected. The date of recharging should be noted on a tag provided for that purpose, along with the name, or initials, of the man doing the work.

Fire-insurance underwriters recommend that only recharging materials and replacement parts, furnished by the manufacturers of the extinguishers, be used in service work. Full instructions for recharging the various types of extinguishers are given on the labels and they should be followed to the letter.

When the  $2\frac{1}{2}$ -gal. units are recharged, all parts should be washed thoroughly in water and the water drained through the hose. The shell should be examined to make certain it is sound at the seams, for, after all, it is a pressure container. The head gasket and hose should be examined for signs of deterioration, and the strainer should be cleaned.

When the cap is screwed back on the shell, the worker should make certain that at least four threads are engaged. A small amount of vaseline may be placed in the threads to make the task easier and facilitate removal for the next recharging.

All chemical solutions should be mixed in clean containers and not in the shell of the extinguisher, and the container should be carefully rinsed before being used for a new solution.

Only liquid obtained from the manufacturer should be used in the vaporizing liquid-type extinguisher. The use of commercial carbon tetrachloride, which may contain some water or chemical impurities, is likely to damage the interior of the extinguisher; or, if used on live electrical equipment, may endanger the operator.

### Directions for Inspecting and Recharging Extinguishers

**Soda-acid.** Recharge annually. If exposed to temperatures below 40 deg. F., place in suitably heated cabinets. Do not mix antifreeze crystals with the solution.

**Foam.** Recharge annually. Antifreeze ingredients should not be added to the solution and, if exposed to temperatures below 40 deg., extinguishers of this type should be kept in suitably heated cabinets.

**Vaporizing Liquid.** Recharge after use and keep unit filled at all times. Test the action of the pump by discharging a portion of the liquid into a clean, dry container. The test liquid can be poured back through the filler opening. Guard against overfilling. No lubricants should be used on the piston of this type of extinguisher, nor should any water be placed in it.

**Loaded Stream.** Recharge after use; inspect annually to see if the container is filled and that the hose and gasket are in good condition. Weigh carbon dioxide cylinder and replace it if it has lost one half ounce. Extinguishers of this type may be exposed to temperatures as low as 40 deg. below zero F.

**Carbon Dioxide.** Recharge after use; inspect annually to note if the seal is intact. Weigh the unit to make certain the weight is equal to that stamped on it. A loss of 10 per cent in weight indicates the need for recharging.

**Antifreeze, Pump Tank.** Recharge after use; inspect annually to make certain it is filled to the filling mark. Test the pump action by operating the pump for several strokes, directing the stream back into the tank.

**Antifreeze, Other Types.** Recharge after use; inspect annually to see if the container is filled and that the hose, gasket, etc., are in good condition. If carbon dioxide is used for pressure, a loss of one half ounce in the weight of the cylinder is cause for replacing it with a new one.

The only freedom that is thinkable today is disciplined freedom. In the individual as in the race, true freedom is always a conquest, never a gift. — William C. Bagley.



# Ventilation Requirements of Public School Buildings in 1941

Albert J. Nesbitt<sup>1</sup>

Public school ventilation was once a subject of considerable controversy, quite regularly discussed whenever and wherever schoolmen met. Differences of opinion, however, were by no means confined to schoolmen for engineers and medical men, as well as others, found it difficult to agree upon uniform ventilation requirements. These differences persisted up until the last half of the present decade and were due primarily to the fact that ventilation rates were then based upon the false theory that indicated a constant supply of outdoor air at the rate of 30 cu. ft. per minute per occupant as necessary to prevent carbon dioxide concentrations from exceeding what was considered a safe level. Carefully conducted studies have since completely displaced the carbon dioxide theory with more logical bases for determining ventilation rates with the result that disagreement has largely disappeared.

Today, schoolmen, medical men, and engineers agree that the ventilation requirements for public school buildings should be predicated upon supplying outdoor air to occupied rooms primarily for two purposes:

1. To remove body odors
2. To prevent overheating

For the sake of brevity, the first requirement is generally referred to as "Odor Removal" and the second, "Heat Removal."

How much outdoor air is required for odor removal? How much outdoor air is required for heat removal? In the answer to these two questions we shall find the basis for our present-day ventilation requirements. The quantity of outdoor air required for heat removal will depend upon a number of factors, principally:

- a) The total amount of body heat given off by the room occupants
- b) Heat from the sun
- c) Temperature at which the outdoor air is introduced into the occupied space
- d) Outdoor temperature

The room occupants may be looked upon as living radiators, for the body is constantly giving off heat, part of which goes toward increasing the temperature of the surrounding air and objects and part of which goes toward increasing the moisture content of the air. The former we know as sensible heat and the latter, as latent heat. The amount of sensible heat given off per student of average age and size is about 240 heat units (BTU) per hour. For all practical purposes, this is just about equivalent to a square foot of steam radiation, so that a room having 50 students has a sensible heat gain from body heat equivalent to about 50 sq. ft. of radiation. This, when combined with the heat from the sun, provides sufficient total heat so that on the average bright sunny day during the heating season, the ventilating system is usually providing cooling power rather than heating power. It is doing a cooling job rather than a heating job.

The accompanying chart, Figure 1, has been prepared from studies conducted at the Jules Mastbaum School, Philadelphia, Pa., in 1932, which were reported in detail by the writer in the September, 1932, issue of the *SCHOOL BOARD JOURNAL*, in a paper entitled "A Logical Basis for Determining the Volume of Air to Be Circulated in Classroom Ventilation." The solid black line at 70 degrees indicates room temperature. The white line marked "air stream temperature" indicates the temperature of the air stream. The air supplied to the room (referred to as air stream) was made up of a mixture of indoor and outdoor air, part of the air being taken from outdoors and part recirculated from the room, mixed and then discharged into the room at the temperature shown by the white line. The line which fluctuates between 34 and 38 deg. Fahrenheit is the outdoor temperature line. The area blocked in solid black columns indicates the number of room occupants. The direction of the sun is shown. Where the full face is shown, this indicates direct sunrays in the room. Where the partial face is shown, this indicates partial or indirect sunrays.

The only source of artificial heat in this room was the unit

ventilator, which served the dual purpose of heating and ventilating. There were no exposed pipe lines or other uncontrolled sources of heat. The room was up to temperature at 8:45 a.m., when the first class assembled.

Now it will be noted from this chart that, as the room occupancy increased, the temperature of the ventilation air was automatically reduced below room temperature, thus providing cooling power to remove the heat from the room. Please note that this cooling power continued to be in demand as long as the room was occupied, but when it was again vacated at the noon period, the temperature of the air supply promptly rose above room temperature and it was then necessary to provide artificial heat to maintain the desired room temperature.

In determining the quantity of outdoor air required for heat removal, it is necessary to determine first the minimum temperature at

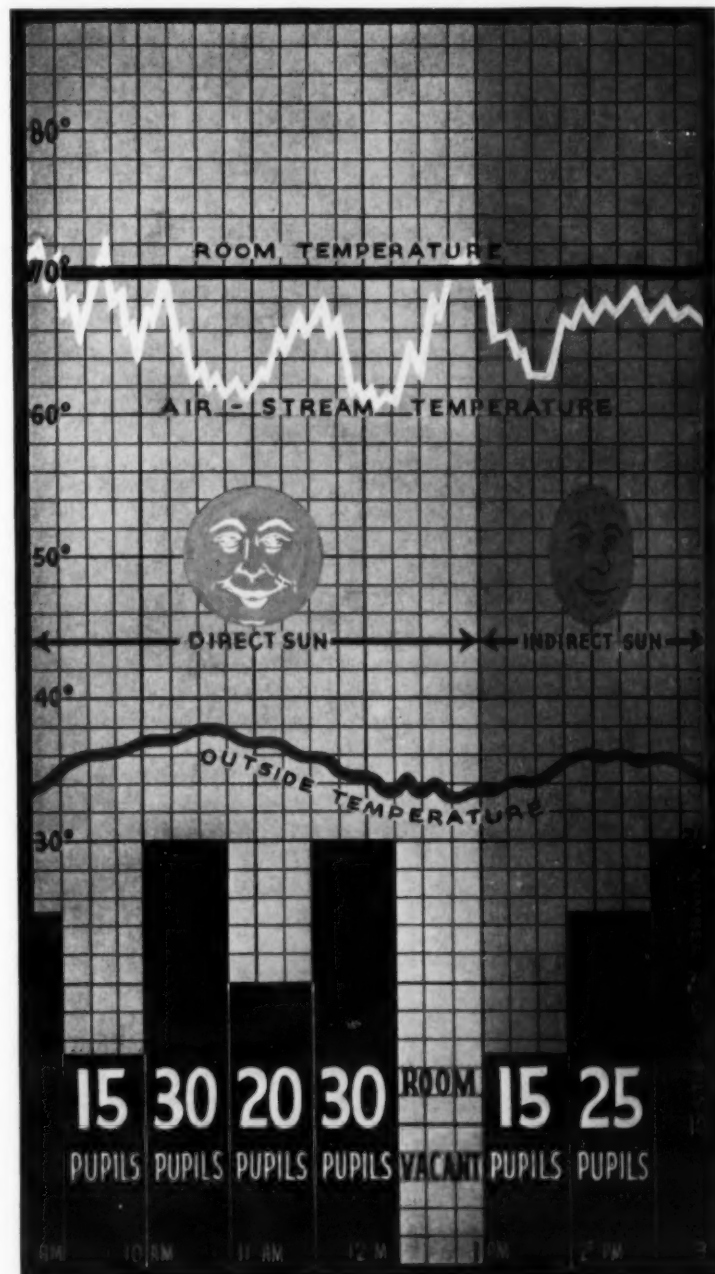


Figure 1

<sup>1</sup>Engineer, member of the firm of John J. Nesbitt, Inc., Philadelphia.

which air could safely be introduced into a room. The earliest complete studies in this field appear to be those conducted at the Jules Mastbaum School, referred to above. These studies and others conducted by research men in this field definitely established that the minimum temperature at which air could be safely introduced into an occupied school room was 55 deg. under favorable conditions, and 60 deg. under average conditions.

F. C. Houghten, Director of Research, American Society of Heating and Ventilating Engineers' Research Laboratory, in a study of the relation between drafts and air stream (this is the term generally applied to the ventilation air supply) characteristics found that "undesirable conditions of draft may occur whenever the unit discharge temperature falls below 55 degrees Fahrenheit." This technical paper entitled "Classroom Drafts in Relation to Entering Air Stream Temperatures" may be found on page 268, Volume 41, 1935, Transactions of the American Society of Heating and Ventilating Engineers.

Air at a temperature below 55 deg. cannot be introduced into an occupied room without an unpleasant draft sensation. The introduction of air at temperatures below this level in addition to causing unpleasant drafts also causes cold floors. Within the limits of the average classroom this applies regardless of the type of system or the method used to introduce the air. One may quickly detect the temperature of the air being introduced from outdoors by checking the floor temperature. If it is more than two degrees below the breathing line temperature, one is very likely to find air being introduced into the room so cold that it will not properly mix with the room air.

The quantity of outdoor air required for heat removal may be stated as the volume necessary to provide the needed cooling power to prevent the room from overheating, while limiting the temperature of the air introduced into the space to 60 deg. (or 10 deg. below the established room temperature).

The Jules Mastbaum studies, referred to above, established the fact that the maximum quantity of outdoor air required for maximum heat removal, based upon limiting the minimum air-stream temperature to 60 deg., was approximately 30 cu. ft. of air per minute per occupant. It will be at once apparent that as the heat gains in the room are reduced, the quantity of outdoor air required for heat removal will also be reduced and that the minimum outdoor air requirement must then be based upon the quantity of outdoor air required for odor removal.

The Jules Mastbaum School studies indicated that a minimum of 10 cu. ft. of outdoor air per minute per occupant was required for odor removal during periods of room occupancy. Therefore, most of the studies at this school were conducted under conditions of supplying 10 cu. ft. of outdoor air per minute per occupant as a minimum. This outdoor air minimum rate was increased up to the full volume of 30 cu. ft. per minute as there was a demand for additional outdoor air for cooling power. Whenever artificial heat was being added to the room, no more than the minimum quantity of outdoor air was supplied.

Other investigations of ventilation rates for odor removal have been carried on by Professor C. P. Yaglou, Assistant Professor of Industrial Hygiene, Harvard School of Public Health, and several of his associates at that school. It is generally recognized that Yaglou's work in this field is the most extensive undertaken in recent years. The reader is referred to page 133 of the 1936 Transactions of the Amer-

ican Society of Heating and Ventilating Engineers, Volume 42, where may be found an excellent paper on ventilation requirements.

Although Yaglou approached the problem of ventilation solely from the standpoint of odor removal, he nevertheless understood fully the importance of heat removal as evidenced by the following quotation from the Transactions just referred to:

"Temperature in fact is one of the most important factors in air quality and unless it is controlled, the quality will suffer badly no matter what the outdoor air supply, particularly when the air is overheated."

Yaglou suggested two sets of ventilation requirements based upon:

1. Primary impressions of observers entering the room
2. Requirements based on impressions of occupants

For grade school children of average class, in a space having 200 cu. ft. of air space per person, Yaglou's studies suggested 21 cu. ft. of outdoor air per minute per person based upon primary impressions and 15 cu. ft. of outdoor air per person based upon impressions of occupants. Yaglou's studies show that the quantity of outdoor air needed to keep the odor intensity at an allowable level varied with the socio-economic status of the subjects.

Outdoor-air ventilation requirements for public schools are generally based on impressions of occupants, and while this study clearly indicates the impossibility of fixing any single standard that would apply under all conditions, it does indicate that children of the average class in grade schools require 15 cu. ft. of outdoor air per minute if an odor intensity acceptable to the occupants is to be maintained.

Messrs. Houghten, Trimble, Gutberlet, and Lichtenfels, in a study conducted in a public school building in the suburbs of Pittsburgh, Pa., and reported in the Transactions of the American Society of Heating and Ventilating Engineers, Volume 41, 1935, page 253, entitled "Classroom Odors with Reduced Outdoor Air Supply," established a relationship between odor intensity and air supply, which is shown here in Figure 2. The subjects used here were children of junior high school age.

These studies and others form the basis of the minimum air requirements for odor removal generally accepted throughout the school ventilation field today; and while it is clearly understood that it is not practical to fix a single standard of air quantity for odor removal that will apply under all conditions, the widely and generally accepted minimum quantity of outdoor air per minute per occupant varies from 10 to 15 cu. ft.

Whereas ventilation standards for public school buildings once required the constant introduction of 30 cu. ft. of outdoor air per occupant, this quantity is now reduced to one half or less with a corresponding reduction in the size of the plant required to warm the air and a corresponding reduction in the fuel required to operate the ventilating system. Good practice still dictates that the equipment must be capable of circulating 30 cu. ft. of air per minute per occupant. Of this total quantity only 10 to 15 cu. ft. need be taken from outdoors for odor removal, the remainder being recirculated from the room. However, to provide the necessary power for heat removal, the system must also be capable of automatically increasing the proportion of outdoor air introduced up to the full 30 cu. ft. circulated.

Thus it will be seen that the minimum rate of ventilation is established by the quantity of air required for odor removal, and the maximum rate is fixed by the quantity of air required for maximum heat removal.

This present-day concept of ventilation has not only resulted in very substantial reductions in the initial cost of the system and in its operation, but has also resulted in greater comfort for the room occupants. One notable improvement in the comfort condition not already touched upon arises out of the fact that by mixing indoor and outdoor air a better condition of humidity is maintained within the occupied space. The reason for this is that the average grade school occupant gives off moisture at the rate of 600 grains per hour, and this goes toward increasing the moisture content of the air within the room. The Jules Mastbaum studies showed the practical effect of this to be as follows:

For an outside temperature of 21 deg. Fahrenheit with a relative humidity outdoors of 50 per cent, the relative humidity within the room was 30 per cent when mixing 15 cu. ft. of outdoor air with 15 cu. ft. of room air as compared to a 16 per cent relative humidity under the same indoor and outdoor conditions when introducing the full 30 cu. ft. of air from outdoors. This 14 per cent improvement in

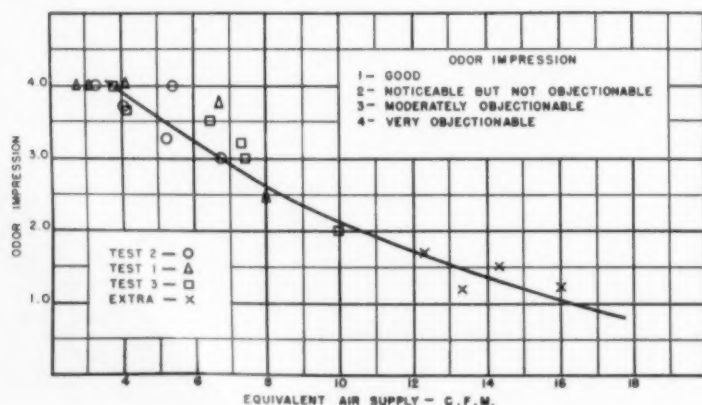


Figure 2



the relative humidity makes a substantial contribution to the comfort of the room occupants and overcomes what is sometimes referred to as the cold 70-deg. room temperature, which is the result of the room air being too dry.

There are, of course, rooms where considerations other than heat and odor removal make it undesirable to recirculate room air, such as chemical laboratories and other spaces where it is desirable to have all air in circulation come from outdoors during periods of occupancy.

In the course of the past five years the ventilation requirements for public school buildings have in practically all of our states been modified to accept these new concepts. However, a few states where legislative changes were necessary in order to bring about an acceptance of the present-day thinking on the subject have still to modify their requirements. This does not indicate any unwillingness on the part of the authorities to accept these new concepts. They are doing so in most cases as quickly as is practical.

# Janitorial Tools, Materials, and Supplies for Use in School Building Maintenance

Jens Flikeid<sup>1</sup>

(Continued from June issue)

## Selection and Tests of Tools and Materials

The school buyer or the person who selects tools and materials for school-building maintenance should, if possible, have available a sample of each article that may be bought. These samples should be made in so far as possible according to the specifications, descriptions or formulas, and if so made they will be of great assistance when controversies arise. However, a collection of samples is not always feasible, as a large collection of articles takes up a great deal of room, and it is not convenient or practical to keep a variety of samples in any but the largest school buildings or systems. Standards in janitorial materials and tools are constantly changing and this fact must be recognized in keeping collections of samples. Tools are being improved; chemical and manufacturing discoveries are changing materials for better service; shortages and price changes are eliminating old established articles. A periodic house-cleaning job must be made to keep specifications up to date and to remove obsolete samples.

Ability to test tools and materials and to check the various articles with the specifications or descriptions, is a great help, whether or not the samples are available, and a detailed knowledge of the purpose and value of the various raw materials which might be contained in them will make it almost certain that the buyer and user get the desired quality. Such results can rarely be obtained, however, if one is not also familiar with the purposes and uses of materials, and the results expected from them. Therefore, the purchasing department or the person assigned to that work exclusively, would do well to consult someone who has this information. Failure to do this may result in the purchase of many articles which are not practical or economical, either because they wear out too quickly and therefore must be replaced too often, or because it is too difficult to work with them. *To increase labor costs, by saving money on purchases is generally not economical and is certainly not too efficient.*

Intelligent purchasing agents do not buy tools and materials on the basis of price alone. Very often they are unjustly criticized by bookkeepers and auditors who see prices paid for articles, but do not know about the causes of price fluctuations, or why fly-by-night, low-bidding concerns are not always patronized. Such bookkeepers or auditors apparently do not know that to do business with a reliable concern is a guarantee of good products and service. They do not know that many concerns will sometimes bid low in one place so as to be able to sell one order, and then boast in other towns and states that they "sell to so and so, who is a very particular buyer," and subsequently charge their normal price, or much above the original bid price. They do not know that a reliable concern always has a large stock of raw materials on hand, so that its products will be uniform in quality and price, and available upon short notice. They do not know that many of the cheaper articles are made of substitutes or shoddy materials and that good appearance and durability

are impossible because of the rapidity with which they are processed. The buyer must know these things and be ready to prove why he has rejected unsatisfactory products.

Finally, the reliable salesman of proven products, who has the interests of his prospects at heart, can and will help the buyers immensely by working with them. He will often help to educate them in distinguishing good articles or materials from those of low quality. He will help the buyer to select an article suited to the work, explaining the cost, etc., rather than "high-pressure" the buyer into purchasing something at an unfair price which does not meet his needs. Dealing with an honest salesman is always a pleasure and in most cases a profitable experience.

The buyer should check up on all purchases, whether the concern is considered to be reliable or not, because it is possible for even the best to make mistakes. Most reliable concerns would rather sustain a loss on rejected articles than dissatisfy a customer; therefore, the person making the tests should see that products meet specifications.

The following procedures and explanations of what to look for in the articles previously listed, with a few remarks on the source of raw materials, and their prices, will illustrate how to go about testing and checking such products. Every article need not be inspected when the quantity is large. However, enough of each kind should be examined to satisfy the buyer that the articles are uniform, after which they can be accepted with the privilege of rejecting for replacement products which later may be found to be unsatisfactory.

## Brush, Counter No. 1

Check the tool with the sample and description, for size, length of outbristle, number of tufts, and construction.

See that the brush block conforms to specifications, and is thin enough at the point, so that the tool can be used under ordinary radiators and steam pipes. The outer end should be somewhat flared.

Remove a tuft from any part of the block to examine its construction and constituents. Check the pitch to see whether or not it is waterproof, and the tuft, to see if the bristle and horsehair are well mixed and whether or not the proportions of each are correct.

## Brush, Floor No. 2

Check the tool with sample and descriptions for size, number of holes, length of outbristle, and construction.

Pull on the tufts to see if they have been securely fastened. Test the cement to find whether or not it is waterproof and oilproof.

Check at least one tuft, picked at random, for correct proportions and thorough mixture of bristle, fiber, and horsehair.

Check the construction of handle and the threaded holes in the brush back for location and workmanship.

## Chamois Skin

Check the skin with the sample and description for size and thickness. See if there are any scars or flaws in the skin, which tend to make it hard or stiff in spots.

<sup>1</sup>Supervisor of Housekeeping, Minneapolis Public Schools.

Wet the skin, and after bunching it in a haphazard manner, squeeze it with one hand. If the skin is so thin and sleazy that it squeezes out between the fingers, it may be sheep skin, which is not a satisfactory substitute for chamois skin.

Check for the amount of natural and tanning oils left in the chamois skin.

#### Duster, Sanitary

Check the duster with sample and description of size and construction.

Check the yarn to see that it is not wool, but cotton. (Wool shrinks when it is cleaned in boiling-hot water, and smells like burned hair when tested with a flame. The wool strands will be badly damaged, if cleaned in hot water and alkaline salts, as per instructions for cleaning cotton dusters.)

#### Mopheads (Short strand and Long strand)

Check the mopheads with the sample and description for weight, sizes, number of plies in strand, and construction.

See if there are any impurities in the strand.

See if the strand and ply are soft or hard. (A not too-tightly woven strand seems to be most satisfactory for sweeping and scrubbing mops.)

Separate one strand and break off one ply, hold it close in the two hands, between the forefingers and thumbs, and then pull until it breaks. If the ends are short and not ragged, it can be assumed that the fibers are short and will not stand up well under working conditions. Mops containing long fibers stand up very well.

#### Cleaning Compound

Trisodium phosphate has been found to be very satisfactory for use as a cleaning material; however, it is not the only chemical which can be so used. Some people prefer sal soda, also known as soda ash and sodium carbonate. Sodium metasilicate also has its advocates. A more recently discovered product is tetra sodium pyrophosphate. There are also other cleaners, some of which are combinations of two or more alkalies. The point, however, is that the purchasing man should buy a cleaner which the men are accustomed to using, specifying the article by using the chemical names.

#### Soap, Jelly No. 1

The anhydrous soap content can be checked by placing a weighed sample in a drying oven. After the moisture is entirely removed, the remainder is presumed to be soap.

If the purchaser has any doubts about whether or not fillers are being used, or believes that the soap contains free caustic alkali, free acid, or that the glycerine content is low, a sample should be sent to a chemist for analysis.

In practical tests, the described soap should dissolve in cold water, should not congeal at room temperature, should be rinsed easily from the cleaned surface, and the cleaned surface should not be greasy after drying.

#### General Information

The following information is added so that buyers and users may better understand and check the statements made by salesmen in regard to the type and grade of materials contained in the tools and articles they are selling, and the prices they are quoting. No matter how honest a salesman may be, his statements are accepted with reservations, by the uninformed buyer. Therefore, salesmen are happy when the buyer does know something about his product.

This information has been obtained from trade magazines, wholesalers and importers of the raw materials, and from experts and chemists, and is believed to be reliable. No doubt an expert in any of the fields covered in this article would seek more details and technical facts. Nevertheless, from the viewpoint of the buyer, it is sufficient to know enough about each item to avoid having substitutes and inferior raw materials foisted upon them, and it will, no doubt, make the salesmen more wary of doing so.

#### Tampico Fiber or Istle

This fiber comes from either a bush or tree cactus found in Mexico. There are four well-known grades of istle, called tula, juamave, pita,



*A study of janitorial tools and demonstrations in practical use are valuable. (Photograph of Custodians' School, Illinois State Normal School, Carbondale, Ill.)*

and palma. The first two come from the bush cactus which is very similar to our century plant, and the last two come from the tree cactus.

Only the leaves forming the spindle-shaped bud or cogollos in the center tip of the plant are used, for the pulp is harder in the outer leaves, making removal very difficult.

The fiber obtained from the tula and juamave plant is separated from the pitch and pulp by scraping the leaves by hand with a dull knife on a block of wood. It is then spread on the ground to dry, after which it is tied in bundles and baled for shipment. The pita and palma plant fiber is obtained in practically the same manner, except that the leaves must first be steamed for 10 or 12 hours to soften the pulp, before the leaves are scraped.

This fiber can be dyed and polished. The black fibers glisten almost like a good black bristle, when these operations have been performed.

The dyed fibers are higher in cost than those which are left in their natural state, but fit in better as substitutes or for mixing with black horsehair and bristles in black brushes or other colored brushes. An oil is sometimes brushed into the fibers to make them more alive in appearance. The treatment not only improves the appearance, but seems to improve durability in the softer grades.

The four grades mentioned here rank in the following order, beginning with the coarsest and toughest: tula, juamave, pita, and palma.

#### Piassava or Bass Fiber

This fiber is obtained from a trunkless palm tree, which is sometimes said to be a coarse grass because it has no trunk; however, it has long featherlike pinnated leaves. It grows in both Africa and parts of South America.

The fiber is obtained from the dilated bases, or spathes, and also the leaf stalks, by first soaking them in water for two or three weeks, then beating them and drying them (under cover) so as to make them rot and cause the pith and scale to loosen. The fiber is then separated from the cellulose matter by combing and scraping, after which it is baled without being sorted or graded. The grading and sorting is done later by the importers and processors.

The Bahia and Para piassava or bass is obtained mainly in Brazil, and grows along rivers or on swamp lands. Para piassava is sometimes known as monkey bass, and is the poorer of the two grades.

African piassava is obtained in the river valleys near the Atlantic coast of Central Africa, a little north of the equator. This fiber differs from the South American fiber in that it is oval or flat instead of round, and has many hollow strands.

*(To be continued)*



# School Business Management in Action

## Selection and Procurement of School Supplies and Equipment

In order to "stimulate and promote: (1) the improvement of the practices of selecting school supplies and equipment, (2) the application of sound business principles in the procurement of the materials, and (3) increased efforts to effect greater economies," the Standardization Committee of the Public School Business Officials' Association of the state of California has recently published the "Handbook on the Selection and Procurement of School Supplies and Equipment."<sup>1</sup>

A brief survey of the valuable information in this handbook of practices advised in the selection and procuring of school supplies and equipment should be of universal interest to school administrators at this time of the year.

### True Basis of Economical Efficiency

Simplification and standardization, in the opinion of the compilers of the Handbook, must dominate the school district's practice of purchasing adequate school supplies if the work is to be done economically and efficiently. Thus, the number of brands, qualities, sizes, and designs of materials must be as small as the proper operation of the school will allow (simplification) and the criteria (standardization) of quantity and quality as established by law or custom must be adhered to. This will lower the cost of materials, making it possible to buy large quantities of few types of materials, and will aid in ordering, storing, distributing, and testing equipment and supplies. The cooperation of the school administrative officials, of the group using the materials, of the school business group, and of the manufacturers is needed for optimum results.

In purchasing supplies and equipment, specifications made with regard to them must be definite and comprehensive. The specifications must be stated clearly, telling exactly what is desired, but at the same time they must allow for competition. Educational use and performance should guide the selection of materials. It is necessary that specifications tell the receivers and those who test the materials the conditions of the transaction so that it can be determined if they have been met. Formulating specifications in this manner will insure economy, obtain the desired materials, and make for a wide range of equal competition. Those who are responsible for the formulation of specifications should co-operate with those who know of or actually use the materials. By consulting the specifications made by other school districts, federal specifications, catalogs of firms, and the like, much time and effort will be saved.

<sup>1</sup>The book is divided into three parts: The first part deals with the selection and procurement of school supplies; the second part with school papers, including ruled ink papers and art drawing papers, giving classifications, composition, specifications, and tests and checks concerning them. The third part gives analysis of tests and art materials, such as chalk, crayons, water colors, inks, and the like. The Handbook, which is in loose-leaf form to facilitate changes as needed, sells at \$1.25.

The committee in charge was Mr. Clyde S. Yerge, Oakland, chairman; P. J. Morley, Los Angeles; Walter T. Helms, Richmond, Calif.

### Sound Business Principles

The Handbook points out very properly that the drawing up of specifications for school supplies and equipment must be combined with sound business practices in purchasing and must take into account the requirements of the state laws. Both of these matters must be expressed in the stated regulations of the local boards of education in order that an orderly and sound procurement process may be followed. Such a process involves at least six inescapable elements: (1) acquaintance with state legal provisions involved in the purchasing of school materials and services, (2) preparation and use of proper and legal bid forms, (3) making of findings of the bids offered, (4) making of awards and carrying out of contracts, (5) issuing of the purchase orders, and (6) testing of the materials purchased.

In the first place then, proper business procedure demands that the school district conform to the legislation involved in the process. For that reason, the school-business officials must be acquainted with the state school code, the political code, and the general laws of the state that have reference to the purchase of school materials and services. The laws of all the states embody very similar basic requirements but vary in important details. The authors of the Handbook summarize the California code very effectively, calling attention both to the spirit and the letter of the law under which businesslike procedures and free competition are expected.

### Types of Bids

It is the spirit of the California law that competitive bids for materials and services be obtained by school districts and that for the best interests of the school, many bids be sought.

In all school purchasing, the Handbook notes, there are two kinds of bids: the proposal type of bid, and the open market type. In California, the *proposal* type of bid is always used when an outlay of more than \$1,000 is involved. The district prepares a proposal bid form to obtain these bids. Invariably requested by advertising, the proposal consists of four parts.

The first part is the *bidder's agreement* to furnish products and services according to the conditions of the proposal.

Part two encompasses the *general conditions* with which all bidders must comply.

The third part is the *instructions to bidders* which includes all special conditions and requirements to be complied with, especially the method of bidding, delivery, basis of awards, replacements, etc.

The last part is the *body of the proposal*, which lists and describes the items to be purchased. It is in this part of the document that the bidders record their offers.

The bidder's agreement is considered by the Handbook to be the most important part of the proposal for it is the instrument which,

accompanied by the certified check, binds the bidder to supply the materials or services purchased.

The second type of bid, the *open market bid*, is used in California for amounts less than \$1,000 and assumes two forms: (1) the *request for quotations*, and (2) the *oral open-market type* of bid, including telephone quotations. As a protective measure, the school district should prepare the form for the request for quotations and, to avoid misunderstanding, offer it to the bidders, accepting only those bids written on this prepared form. The general instructions with which the bidders are expected to comply and important specifications with regard to the products should be included. Only in case of emergency is the oral open-market type of bid used.

### Findings and Awards

The final step in purchasing under both proposal bids and open-market bids is the making of findings and awards. On the reception of the bids, *findings* are made to discover: (1) whether or not the bids are in proper legal form and comply with the provisions set down, (2) if the certified check or bidder's bond covers the bids of the bidder, (3) if the bidder has added any qualifications, (4) if the bidder's materials conform to the specifications, and (5) to discover the lowest responsible bidders.

When all educational, business, and legal conditions are acceptable, the board of education proceeds with the award of the contracts to the lowest responsible bidders.

### Types of Contracts and Orders

Three principal kinds of contracts are used in school transactions: (1) the *definite quantity* type for the purchasing of specific amounts of materials at one time, (2) the *continuing* contract for indefinite amounts of materials, and (3) the *construction* contract used for various kinds of construction work and hence more complicated. In order that they may conform with legal requirements, contract forms should be prepared by the district's legal adviser.

After a contract for supplies or services has been signed and approved, a *purchase order* is issued. The items in the order listed must correspond with those stated in the bidders' *request for quotations* or proposal.

The materials and services, when received, must then be checked to see that they meet the specifications. To assure itself that all conditions of the contract have been observed, the school board may require the vendor to certify all the deliveries.

The California Handbook is an achievement in association service which should assist materially in the betterment of school supply purchases.

### MICHIGAN ANNUITIES

The school-business executives of Michigan deserve to be congratulated upon the successful passage of a law providing for old-age pensions for all nonteaching school employees. The fund which is to be administered by the state teachers' retirement board, is to be developed by 3 per cent contributions from salaries. Any person who has arrived at the age of 60 and who has been a school employee for 30 years or more, is eligible for a pension of one half of his annual pay. No annuity may exceed \$1,200 per year.



## *Buying on a Sharply Rising Market*

### "This Business of School Feeding"—II

George Mueller<sup>1</sup>

"P's Plague Potential Purchasers" might well epitomize the school-feeding director's worries. Indeed, such a statement contains more truth than alliteration, for the purchasing agent's path will be beset by "preferential" lists, mandatory "priorities," "parity payments," and "price" ceilings and increases. As charged with the responsibility of acquiring goods to be used by and for the school dining rooms next year, we must be interested in what probable effect the above terms—with their connotations, peculiar to the existing emergency—do and may have upon the managerial policy of the school lunchroom. We are also interested in the probable effect of and the resultant adjustments needed because of the quickened tempo of our national defense activities. The school lunchroom, as a business, cannot and will not remain indifferent to the general economic drift caused by the present emergency which must effect us all by its tow. Before making any predictions, however, of just what problems may confront us in the direct management of our lunchrooms, let us take a quick look at the present and expressed government policies as they may bear upon our immediate needs.

You may recall, that last month "advance purchasing" as distinguished from "speculative buying" was suggested as one method of counteracting almost certain substantial food-price increases next school year. It was interesting to note that a recent questionnaire to 360 purchasing agents revealed that from December 31 to April 1, the percentage of those covering their needs for six months or more increased from 30 to 57 per cent. This clearly reveals a general feeling, among those who should know, that we are entering a prolonged period of price increases. From recent price comparisons covering food items, which form the bulk of the school cafeteria purchases, we may expect a general rise of 20 to 25 per cent on items most popular with our patrons. This prediction is made upon the assumption that the government will not get around to fixing a price ceiling upon food items for another six months. Despite the great many "warnings" and "threats" of price control in this line, nothing definite has as yet been evolved or suggested. In fact, the recent passage of the parity bill has guaranteed an increase in the five items covered in this bill. The two items, wheat and corn, will, of course, seriously effect our general cost structure and cause an added headache when figuring food-cost percentages. The bill provides mandatory 85 per cent parity loans compared to 57 per cent parity loans, the level reached before the present bill was

passed. Upon a reported basis, that a one-cent increase per bushel in wheat price results in a five-cent increase per barrel in flour, we may expect an average price increase of \$1.50 per barrel of flour—or more for premium flour. (Parity is a term used to describe a level of farm prices which would give crops as much purchasing power, in terms of nonfarm goods and services, as they had in a base period, 1909-14.)

Other food items, it is believed, will follow this upward cost spiral, despite the government's request that acreage be increased many times—particularly the tomato acreage. Added inducement has been offered by a promise of government subsidy on tomatoes. This item is among the most popular in school cafeterias, and it is improbable that prices will remain at last year's level—particularly if nature fails to cooperate with the new demand for increased production. A talk with your wholesaler will convince you of the rising price curve—the ineluctable result of heavy government buying coupled with uncertainties connected with the present world chaos.

Purchasing agents may take further warning from the recent prescient order that monthly reports be made to the OPM of steel inventories. In my opinion, previous estimates of steel requirements for defense production have been greatly underestimated. Those estimates have been revised upwards several times and certainly present capacity is not sufficient for full defense and civilian needs. Recently, only one out of three firms could furnish two stainless-steel sinks for which I had sent specifications. A careful review and estimate of your absolutely essential requirements for the next two years might well be made now. It should be kept in mind, however, that equipment needs, when possible, be deferred to make available these important materials for our defense program.

Price increases and material shortages are not, however, the only problems in school cafeteria management that will demand our attention. There are conflicting factors which have a direct bearing upon the amount of business—and hence the amount of goods needed—to be done in our school and college dining halls, next year. Our first reaction is to expect a marked increase in sales. The correctness of this reaction finds substantiation in the fact that school cafeterias drawing from population centers, preponderantly of the laboring class, have reported a small but noticeable increase in their sales. The majority of the students enrolled in these schools are the "marginal" group of cafeteria patrons and any increase in the demand for labor or additional demand for student help, is quickly

reflected in daily sales. To counteract such gains will be the expected decrease in purchasing power of the students from the "white collar" of fixed income groups. To what extent will higher home expense and a determination to hold on to luxuries—radio, motor car, electric refrigerators—cut into the child's lunch money?

Cafeteria receipts may be expected to suffer another loss by the child's desire to do his bit by the purchase of defense stamps. That a more intensive drive of some kind to sell defense bonds and stamps is imminent, is a fact generally conceded. How much such a drive would impinge upon the students' lunch allowance is, I admit, problematical.

The great increase in high school and college enrollment subsequent to the first years of depression, was generally accredited, by educators, to the dearth of jobs for young people. Such jobs are, however, now opening up again and in the words of the scholar—"if the opposite were the case, would the reverse be true?" Will colleges and high schools suffer enrollment losses—and, of course, cafeteria patronage?

Perhaps our biggest problem and the one hardest to solve, will be to absorb into our food cost budgets the higher cost of food, without in turn charging higher prices. It was a comparatively easy matter to drop prices with the decline of food costs. Patrons hailed with particular glee the reduction in price of 8-cent salads to 5 cents, of 10-cent pie to 5-cent pie, of combination plates for 10 cents and 15 cents. Now we shall be forced, it seems, with the always unpleasant task of raising prices—raising prices to students accustomed in past years to our cafeteria values. A painless accomplishment of this task will tax the ingenuity of the most expert lunchroom director.

Briefly then, as school cafeteria directors and purchasing agents, we may prepare for the following conditions and problems next year: We may expect an increase in receipts but, paradoxically, a decrease in net reserve. This latter condition may be serious, for competition for labor will require added sums to be apportioned for wages. At the present writing, it seems to me that school feeding directors will have to forget about "reserves" next year. The foresighted director has, no doubt, accumulated a reserve to provide for one or two years of adjustment which seem now to have arrived.

Increased food and labor costs with only slightly larger gross and decidedly smaller net receipts in prospect, are some of the problems to challenge a solution by the school cafeteria manager during the summer vacation.

#### SOLDIERS OF PEACE

Teachers are the Nation's soldiers for peace and social improvement.—E. T. McSwain.

<sup>1</sup>Assistant Secretary, School District of Kansas City, Mo.

# LOS ANGELES CITY SCHOOL DISTRICT PLAN FOR COOPERATIVE PURCHASING<sup>1</sup>

Morris Plotkin<sup>2</sup>

During the 1939-40 school year, the boards of education of the Los Angeles City School Districts, the Alhambra City School Districts, and the Beverly Hills Unified School District sanctioned a plan for cooperative school buying which upon its execution proved highly successful and a significant portent of future possibilities. The purchasing agent of the Los Angeles City School Districts, administering one of the largest as well as most efficient purchasing organizations in the Los Angeles metropolitan area, became very much interested in interunit buying when, during a visit to the East, he had an opportunity to study the Cincinnati program for intergovernmental purchasing. Impressed with the efficacy of the Cincinnati plan, he returned with the idea of devising some voluntary cooperative buying method for the schools in the Los Angeles region.

The core of the plan as later developed was to extend the tremendous buying power of the Los Angeles City School Districts together with its excellent inspection, testing, and storing facilities to the other school districts in the area. However, it was wisely decided that the Los Angeles City School Districts should not in any way force such a plan on the other school districts. The officials of the Los Angeles city schools, taking advantage of the experience in cooperative buying conducted elsewhere, realized that the success of the program depended fundamentally upon mutual agreement and confidence between the participating jurisdictions. In order to allay any fears that the Los Angeles City School Districts had intentions of swallowing up their smaller neighbors, the officials of the Los Angeles city schools asserted at the outset that the plan would be based absolutely on the voluntary participation of the various jurisdictions. Merely for the asking, the Los Angeles school districts were thus offering to the other school units the use of its large-scale, effective buying organization.

## Results Planned For

There are, however, always those who insist that a selfish, ulterior motive is behind any magnanimous proposal. The Los Angeles City School Districts would, of course, gain some advantage by increased buying power, but not nearly so great as any of the other participants. This, therefore, could hardly be termed as a basic motive. The fact remains, nevertheless, that an ulterior desire did exist in the offer for cooperation. The motive, however, was far from selfish. On the contrary, it was to save thousands of dollars for the taxpayers of Los Angeles County that cooperative purchasing was urged. It was sincerely

felt that co-ordinated buying would achieve this result through: standardization, quality buying guaranteed by tighter specifications and the obtaining of laboratory tests, lower prices as a consequence of quantity buying, and a valuable and continuous exchange of experience.

Since the Los Angeles City School Districts were going to supply the real buying power, it was only natural for them to undertake the major portion of the work connected with the program. The chief responsibility for the undertaking was accordingly to be delegated to the purchasing agent of the Los Angeles city schools and to his staff. It was to be required of any jurisdictions entering the project to abide by the stricter regulations of the Los Angeles city board of education. It was believed that little objection would be raised against this requirement since the additional work involved under the regulations of the Los Angeles city board in the taking of bids, the more detailed specifications, obtaining the results of laboratory tests, and the lower prices secured through such procedure, would serve as additional safeguards to the school districts participating.

On the basis of these general outlines, the Los Angeles city board of education, through its purchasing agent, offered to lend the services of its buying organization and staff to affect a co-ordinated purchasing system. The proposal was made at a meeting of school officials, representing many school districts in the county, in the fall of 1938. As is frequently the case when a progressive step is being advanced, the response received was conspicuous by its coolness. There were two representatives at the meeting, however, who expressed a willingness to try the program. They were the secretary of the Alhambra city board of education and the assistant superintendent of the Beverly Hills Unified School District. After securing the approval of their respective governing boards, these officials agreed to purchase jointly through the office of the purchasing agent of the Los Angeles city schools their requirements for certain janitorial supplies for the 1939-40 school year.

## The Items Bought

A bid form containing 101 items was subsequently prepared for distribution to vendors. Later one more article was added to the list, making a total of 102. The items were listed with their corresponding specifications, which were formulated principally by the purchasing agent of the Los Angeles city board of education. Of the total number of supplies, 85 were expressly for the Los Angeles City School Districts, 64 for the Alhambra City School District, and 23 for the Beverly Hills Unified School District. For the most part, items desired by the Alhambra and Beverly Hills schools were among those usually ordered by

the Los Angeles schools. Indeed, of the 102 articles on the list only 17, which were requested by Alhambra alone and two in combination with Beverly Hills, were not also requested by the Los Angeles schools. The fact that the Alhambra and Beverly Hills jurisdictions could thus fit their requirements almost completely with those of the Los Angeles schools greatly enhanced the possibility of carrying the co-ordinated buying venture to a successful conclusion.

The bid format prepared for the *Janitorial Supplies* was essentially the same as others formulated by the purchasing agent of the Los Angeles City School Districts for negotiating contract price agreements on any of the 55 categories of items purchased by this method. The bid form consisted of two pages indicating the bid conditions and 11 pages on which were listed the 101 items together with their respective specifications.<sup>3</sup>

The bid conditions, likewise, were very similar to those usually required by the Los Angeles city board of education. Thus, stipulations as to time and method of bidding, exclusion of taxes in price quotations, the 5 per cent preference to items wholly manufactured within California, the submission of samples, guarantees of faithful performance, the protection against price fluctuations, etc., were in most particulars identical to the usual procedures laid down by the Los Angeles schools' purchasing agent. There were, however, certain notable differences necessitated by the co-ordinated buying plan. One of the significant changes was the allowance of alternative bidding on items mutually required. The vendors were permitted to quote on the combined needs with deliveries to be made at the Los Angeles board of education warehouse, or they could quote separately on the requirements of each jurisdiction with deliveries to be made accordingly. The attached excerpt from the bid form will serve to clarify this arrangement.

### JANITORIAL SUPPLIES

Stock No.	Articles and Description (Quantities shown or more or less)	Unit
60074	2592 Bottles (60 for Beverly Hills, 36 for Alhambra), Ammonia, household, clear, for general cleaning purposes, to contain not less than 7% NH <sub>3</sub> and to be so guaranteed by the manufacturer, packed in 32 oz. stoppered bottles, 12 to case. Delivered to San Pedro Street	Bottle

### ALTERNATES

60 bottles, ditto, delivered to Beverly Hills	Bottle
36 bottles, ditto, delivered to Alhambra	Bottle

Contracts could thus be awarded on two bases — first, on consolidated deliveries to the Los Angeles schools' warehouse; and, second, on separate deliveries to each of the jurisdictions. In the event of consolidated deliveries to the Los Angeles warehouse, the bid conditions provided that the requirements for the three establishments were to be packaged separately and plainly marked for each dis-

<sup>3</sup>The 102nd item, later added, was not included in the bid form.

<sup>1</sup>This is part of a study on Governmental Purchasing in the Los Angeles Metropolitan Area soon to be issued by the Bureau of Governmental Research of the University of California at Los Angeles.

<sup>2</sup>Research Assistant, Bureau of Governmental Research, University of California at Los Angeles.



trict. It was understood that if contracts for combined deliveries were awarded, the Alhambra City and the Beverly Hills schools would pick up their respective supplies at the Los Angeles warehouse.

#### Satisfactory Compliance with Specifications

Another important bid condition granted the purchasing officer of each school district full power to reject any or all materials furnished their district, which, in the opinion of the particular purchasing officer, were not in strict compliance with the specifications or equal to the samples submitted. All materials so rejected were required to be removed from the premises of the districts at the expense of the vendor. However, in all cases in which consolidated deliveries were to be made to the Los Angeles warehouse, the authority just described was to be delegated completely to the purchasing agent of the Los Angeles board.

Utilizing primarily his vendor mailing list, the purchasing agent of the Los Angeles schools sent bid forms to prospective bidders. Quotations were subsequently received from 61 vendors who submitted prices on any or several of the 102 items contained in the bid. Of these 102 items, 51 were articles on which at least two of the three jurisdictions had consolidated their requirements.

As previously pointed out, the vendors could submit quotations on consolidated deliveries or on separate deliveries with regard to those items on which requirements had been combined. Despite the fact that in many of the combined purchases the requirements of the Alhambra and Beverly Hills schools were exceptionally small, the vendors for the most part did not alter their bids in quoting on consolidated or separate deliveries. There were 230 quotations submitted on the 51 joint requests of which 137 (or 59.5 per cent) were the same regardless of delivery, 77 (or 33.4 per cent) were based only on consolidated delivery to the warehouse of the Los Angeles schools, and but 16 (or 9 per cent) quotations made any differentiation as to price based on the destination of the item. From these quotations, 49 awards were made, 34 (or 69.3 per cent) of which were to vendors who had quoted identical prices whether delivery was at any of the three agencies. There were 13 (about 26.5 per cent) awards granted to vendors who had quoted only on consolidated deliveries. Only two (or 4 per cent) contracts were awarded to vendors who had submitted different prices based on delivery destination, and in both instances the award was given for delivery to the Los Angeles warehouse since quotations as to this point were lowest. In view of these facts, it is apparent that for a large majority of items there was no alteration in the unit price quoted regardless of delivery. Hence, it may be inferred that the purchasing power of the Los Angeles School Districts was so great, that a majority of these vendors were willing, if necessary, to pay the extra transportation costs for deliveries of few items to Alhambra and Beverly Hills in order to obtain the contract for the Los Angeles schools' requirements. The significance of this is that the two small units were

able to take advantage of the great bargaining power of their neighbor simply by pooling their needs.

#### Plan Was Successful

The plan for cooperative buying utilized by the three school organizations was executed with considerable success for all concerned, particularly for the two smaller jurisdictions. Aside from the advantages of more rigid specifications, inspectional and testing facilities, all of which insured the receipt of products of the quality desired, the cooperating units, especially Alhambra and Beverly Hills, secured substantial economies. Although there was a slight decline in the price level of 1939-40 over that of 1938-39, which may account

#### SAVINGS IN JOINT PURCHASE OF JANITORIAL SUPPLIES<sup>1</sup>

Same Items: 1938-39; 1939-40

Jurisdiction	Separate Purchase of Janitorial Supplies 1938-39	Combined Purchase of Janitorial Supplies 1939-40	Savings over 1938-39	Savings over 1938-39 in per cent
Los Angeles	\$143,032.21	\$123,784.46	\$19,247.75	13.45
Alhambra	2,340.76	1,625.47	715.29	30.55
Beverly Hills	3,820.05	2,431.47	1,388.58	36.34

<sup>1</sup>Based on calculations made by the purchasing agent of Los Angeles City School Districts.

in part for the savings obtained by the three agencies, the reduction in costs cannot be attributed entirely to this factor. If the decrease in the general price level was the principal reason for the savings obtained by Alhambra and Beverly Hills, then these agencies should have reduced costs in the same proportion as Los Angeles. The fact, however, that Alhambra and Beverly Hills saved proportionately two and one half times as much as Los Angeles, indicates that for the smaller agencies the general decrease in prices had little to do with savings. This is a clear indication of the economies possible for relatively smaller agencies who are willing to take advantage of the greater buying power of their larger neighbor.

#### Savings Were Real

The definite savings which come from systematic cooperative purchasing may be indicated in yet another way. Of a total of 52 items which at least two of the jurisdictions purchased individually during the 1938-39 fiscal year, Beverly Hills had the low price on only three occasions and Alhambra on but eleven. On five items, purchases were made at the same price. For the remaining 34 items, Los Angeles had the low price. Moreover, the prices paid by Los Angeles were in many instances lower by 50 per cent, and not infrequently by 70 per cent than the prices paid by the other units for the same item. Thus, it is apparent that if the three jurisdictions had co-ordinated their buying in 1938-39, all would have benefited in varying degree from lower prices.

Despite the obvious success of this experiment in cooperative buying, the plan was not continued in 1940-41. It has been difficult to find any reasons for the termination of the project, especially since correspondence with the purchasing officers who undertook the program indicated a general satisfaction with its administration and its effects. One of the purchasing officers, however, while admitting that substantial savings were created, felt that the methods necessary to operate the program were unwarrantedly cumbersome due to the absence of proper legislation. However, in view of the economies which resulted from the experiment, it is debatable whether the extralegal operation of the project was so cumbersome as to warrant its discontinuance. Nevertheless, it cannot be denied that permissive legislation allowing the various school jurisdictions to purchase supplies and equipment from each other, would result in an improved cooperative system of buying. During the present session of the California Legislature, such legislation has been passed, and it is expected that another attempt at cooperative school purchasing will be forthcoming in due time.



School Board Members and Builders

of the new junior-senior high school wing at Clover Park, Tacoma, Wash., suburb, are shown above inspecting the library of the new school building which was formally dedicated May 11. Reading from left to right, those in the photograph are: Charles Rueger, architect; Pedro Steiro, builder; A. G. Hudtloff, school superintendent; Stanley Lytle, school board member; Mrs. Nellie Wootan, board member; Maurice Raymond, board member; Mrs. Julius Mann, school board secretary; Hugh Fotheringill, high school principal; Miss Audrey McConnell, school librarian. J. T. S. Lyle, chairman of the board, and L. W. Doten, board member, were absent when the picture was taken.



# The Selection of a High School Principal

Plan by Charles L. Worth for Lambertville

For the purpose of finding the best available candidate for the high school principalship, the board of education of Lambertville, N. J., last winter, authorized Mr. Charles L. Worth, supervising principal, to develop a basic series of principles and to develop a qualification chart and an application blank, all of which would provide a complete picture of each candidate.

A school moves upward and forward according to the quality of its leadership, and it is the principal who must solve its problems and secure for the school the cooperation of the teachers and of the community. Mentally alive and always restlessly moving forward and upward, the principal must guide and guard the development of the school. He must have intellectual courage and he must be willing to take risks. In a special degree, the principal must have ability to get along with people. Under no circumstances may he imitate true leadership and deteriorate into what is popularly spoken of as a "glad-hander."

In the selection of a principal it is only natural that a local candidate should be given preference. His familiarity with local conditions, his understanding of persons and problems, give him a distinct advantage. He must, however, be head and shoulders above other candidates.

It is well to remember that a new broom sweeps clean and that an outsider frequently sees opportunities for work and for service which escape the notice of a local person. With the idea of leadership in mind, Mr. Worth visited each candidate at work and then suggested 23 questions to be answered by: (a) the candidate himself; (b) his present employer, and (c) the supervising principal of Lambertville:

**Leadership.** Does the candidate possess characteristics both personal and educational which cause him to be a leader? To what extent has leadership been evidenced in his professional career?

**Philosophy.** Does the candidate possess a workable philosophy of education? Can he express it? Is it workable in our community? Has he carried it out elsewhere?

**Personality.** Is the candidate a well-adjusted individual? Does he have normal interests and desires? Does he evidence a balance in things and thoughts?

**Cooperation.** Can the candidate follow as well as lead? Is he willing to weigh and consider other points of view? What evidence is there that he has cooperated intelligently in his present position?

**Loyalty.** Does the candidate understand the significance of loyalty to the profession and superiors? Is there evidence to support a high degree of loyalty? Is he loyal to the board of education and the community?

**Professional Ethics.** Is the candidate aware of a specific code of ethics? Has he broken them, from time to time? Has he studied and practiced the code?

**Responsibility.** Has the candidate assumed responsibility intelligently? Has he carried out the responsibilities successfully and cheerfully? Is he willing to assume extra responsibility without extra compensation?

**Interest of Community.** Has the candidate evidenced interest in his community? Has he taken part in or led church or civic activities?

**Evaluative Ability.** Is the candidate capable of evaluating educational research? Can he evaluate types of programs, techniques of instruction, devices, and methods?

**Intelligence.** Does the candidate possess the ability to reason and weigh and consider the facts? Does he understand that intellectualism is not intelligence? Can he make more right decisions than wrong upon quick demand? Does his previous work indicate that he can?

**Human Understanding.** Does the candidate understand people of different faiths, different abilities, different philosophies? Has he a sympathetic attitude toward the poorly adjusted, the crippled, and the subnormal? Has he shown any evidence of his understanding in his work up to the present?

**Judgment.** Does he have judgment to classify pupils properly? Can he see the total programs? Has he the wisdom to seek balance in carrying out a program? Would the candidate be democratic in the conduct of the school?

**Versatility.** Has the candidate demonstrated an ability to turn quickly and happily from one situation or problem to another? Has the candidate proven to be versatile in his experience?

**Accuracy.** Is he careful of details? Is promptness a habit? Does he regard accuracy highly? Does his present employer believe he is accurate?

**Sincerity.** Is teaching just a steppingstone? Is the job regulated by the clock? Is he sincere in serving and performing the best for boys and girls? Does he possess a love for the truth? Has he demonstrated this in his work?

**Tact.** Can he get things done with a minimum of friction? Does he possess the ability to appraise, counsel, direct, and encourage through wise supervision?

**Sense of Humor.** Does he possess a spirit of friendliness? Is he a good mixer? Does he have a pleasant manner? And is he cheerfully energetic?

**Resourcefulness.** Has he the ability to develop good out of apparently poor situations?

**Efficiency.** Does he get things done not only on time but well? Can he instill efficiency in teachers and students? Does his past experience indicate that he has?

**Foresight.** In regard to policy does he look ahead? Can he plan long-term projects of five to ten years? Can he apprehend and solve problems before they arise?

**Business Ability.** Does the candidate understand public school financing? Does he know all of the sources of school revenue? Is he aware of school-tax problems? Is he an intelligent buyer?

**Executive Ability.** Is he capable of good management? Is he prepared to economically and efficiently handle school business? Has he shown evidence of this trait in his work? Does he get things done in a reasonable length of time?

**Health.** Does the candidate possess good health? Does he possess the tremendous amount of energy needed for the position? Does he realize the need for nightwork as well as daywork? Could he survive the emotional and nervous strain? Does the candidate present a healthy physique? What was the nature of his last illness? Does his program of living protect his health?

## Personal History Data

In addition to the foregoing the following points were raised concerning the professional training and experience of each of the candidates:

1. Educational and professional training in high school, teachers college, university, graduate work, special work. The candidates were asked to speak of the courses taken, the diplomas and degrees received, the dates of attendance and of graduation, the total time spent, and the semester-hour credits gained.

2. The scholastic average by any graduate work achieved.

3. Complete data on teaching experience.



N. L. George

Director of Business and Supervisor of School Buildings and Grounds, Oklahoma City, Okla.

Mr. George, who has been appointed Director of Business Affairs for the board of education at Oklahoma City, Okla., assumed his new duties on June 1, when he succeeded J. G. Stearley.

He is a graduate of the Manchester High School, in Manchester, Okla., and holds the degrees of B.S. in Education and Ed.M., given by the University of Oklahoma. He pursued graduate courses in education at George Peabody College for Teachers in 1938, 1939, and 1940.

Following his graduation from college, he was a teacher in the rural schools of Grant County, Okla., assistant in administration at the University High School, in Norman, and superintendent of schools at Geary, from 1926 to 1935. In 1935 he resigned to accept the superintendency at Duncan, which he held until his present appointment.

4. Salary recently received and salary expected.
5. Special subjects taught.
6. Certificates held.
7. Date of present contract expiration.
8. References.
9. Date and place of birth.
10. Marital status.
11. Children and other dependents.
12. Recognition received for excellence in scholarship above high school level.
13. Sports engaged in at college and later.
14. Extracurricular activities.
15. Elective positions held as student in civic and professional life.
16. Clubs and other social contacts.
17. Trips abroad.
18. Trips in North America.
19. List modern languages spoken by candidate.
20. List languages read.
21. List vocations for which the candidate has prepared besides teaching.
22. List avocations and hobbies.
23. List full-time jobs held other than teaching.
24. List jobs enjoyed and jobs not enjoyed.
25. List professional books read within the past year.
26. List magazines read.
27. List professional organizations to which the candidate belongs.

Following the selection of the candidate Mr. Worth reported: (1) That the man employed has had successful experience as substantiated by his previous employers and by direct observation. (2) He is well thought of by his superiors and fellow teachers as substantiated by interviews with his superiors and other school administrators. (3) The candidate rated high on the qualification chart and was properly certified. (4) He spe-

(Concluded on page 68)

# The School-Board Member Looks at Statistics

## II—Measures of Central Tendency

R. L. C. Butsch, Ph.D.<sup>1</sup>

One of the most common questions asked about a group of data is, "What is the average?" of the group. Another very common question is, "How does this group compare with some other group?" For example, one might ask, "What is the average size of class in this high school?" And also, "How does the size of class in our school compare with that in other cities?" Or, "What is the average score made by this fifth grade in School A on a certain standardized test in arithmetic?" And, "How does this fifth grade compare with the fifth grade in School B?" It will be the purpose of this present paper to show how these questions are answered.

While the arrangement of the data into groups, as done in a frequency distribution or table, aids materially in clarifying the information, such a table becomes somewhat cumbersome for certain purposes, such as the ones just suggested. For example, as indicated above, the school board might be interested in knowing the distribution of sizes of classes not only for the local high school, but also for other communities of the same type or size. While a complete comparison would involve the examination of the tables, such as the one shown in the last paper, for the various schools, such examination might give in one sense more, and in another sense less, information than was desired. In other words, it very often is adequate, and frequently is more revealing, if one single measure or number can be used to express or stand for a complete distribution or complete set of data. In common language, it is sometimes more significant to know, for example, the "average" size of class in each school involved in the comparison.

When one hears about averages for the first time in his elementary school experience, he learns that if he adds together, say, 10 numbers which represent the temperature observed at 10 times, an hour apart during a day, and then divides this total by 10, his result will be the "average" temperature for that day. The statistician uses the word "average" in a somewhat more general sense than this common interpretation. He applies it to all measures of what he terms "central tendency." One of these measures of "central tendency" which he calls the "mean" or "arithmetic mean" is nothing more or less than the "average" of one's elementary school experience. Another term, which is used with considerable frequency in educational statistics, is called the "median." The difference between these two measures can perhaps be made clear by noting their defini-

tions, and by observing some examples.

The arithmetic mean, or common average, is defined simply as the sum of all of the scores divided by the number of scores. For example, if five boys have, respectively, 25, 18, 15, 12 and 10 marbles, the mean or "average" number of marbles per boy will be the total number, or 80, divided among the five boys; or 16 marbles. The median is sometimes defined loosely as "the middle measure" (of those involved); but more precisely as "that point on the scale above which and below which an equal number of cases lie." Using the less precise definition, the median number of marbles per boy in the example just given would be 15, since two boys have more and two boys have less than 15 marbles. Of course, for such small numbers and so few cases (boys) the computation or determination of the mean and median will be very simple. However, as more and more cases are added, and especially if the information is put into the form of a frequency distribution (showing the number of individuals in each group—those having from 10 to 20 marbles, from 20 to 30 marbles, etc.), other procedures are used to obtain the mean and the median. There is no need to go into the method of computation here, as that is not the purpose of this discussion.

The principal difference between the mean and the median (which is implied in the definitions given) is that the former is influenced by the exact size of each individual score or measure, while the latter takes into account only the general relative size, or position in the distribution. This may be made more clear by a simple example. Suppose that, in the inquiry by the school board into the number of pupils per class which was indicated above, it is found that the classes in one department are as follows:

Number of pupils:

32, 28, 26, 25, 24, 23, 22, 21, 19, 19, 16

For these eleven classes the total number of pupils is 253, and the mean number per class (average, in ordinary usage) is 23 (253 divided by 11). Since the numbers above are arranged in order from the largest to the smallest, the sixth class, counting from either top or bottom, satisfies one of the definitions of the median—in other words, it is the middle measure. For this list of eleven classes, therefore, the mean and median coincide at 23.

The next group of eleven classes, for the next department, is found to be as follows:

Number of pupils:

34, 33, 33, 32, 29, 23, 22, 22, 21, 20, 19

For this list, the total number of pupils involved is 286, and the mean size of class is found to be 26. However, in counting down,

or up, to the sixth or middle case, it is found that the median for this group is also 23. In other words, in each department, half of the classes have more than 23 pupils, and half have less than 23. But the mean (or common average) number of pupils per class is 23 in the first department and 26 in the second. This difference is caused by the fact that in the second group, of those classes which are above the median of 23, one has 29 pupils and the others all have more than 30, while in the first group, on the other hand, three of the classes are close to 23, and only one has over 30 pupils. The classes below the median of 23 are also seen to be larger in the second group than in the first. This indicates how the mean is influenced by the actual value of the score, while the median is influenced only by the position of the score above or below the central measure.

This difference between the mean and median will be illustrated further by an examination of the two distributions given in Table 1. It will be observed that in both classes, 2 pupils had scores on the test which were between 90 and 99; 5 had scores between 80 and 89; 16 between 70 and 79; 24 between 60 and 69; and 23 between 50 and 59. Since more than half of the 100 cases are included in these five groups or class intervals, the median—the point above

TABLE I  
Number of Pupils Obtaining a Score Within the Group or Class Interval Indicated

Scores on Test	Class A	Class B
90-99	2	2
80-89	5	5
70-79	16	16
60-69	24	24
50-59	23	23
40-49	17	8
30-39	8	2
20-29	3	1
10-19	1	2
0-9	1	17
Total	100	100
Mean	57.4	52.1
Median	58.3	58.3

which and below which half of the cases fall—will be the same for each distribution, namely 58.3. (The exact method by which this figure is obtained is not explained here, since no attempt is being made to teach computational technique. Suffice it to say that the method used can be shown to be derived by logical processes from the simple procedure used in the preceding examples.) On the other hand, the mean will be affected by the extreme irregularity of the second class—by the fact that there are 17 pupils who had scores from 0 to 9. The mean of the first distribution is about the same as the median, namely, 57.4. For the second distribution, however, the mean is found to be 52.1. (Again the exact procedure is not indicated—but is based on the simple definition of the mean used in the example above.) The effect of extreme cases on this measure of central tendency is made clear by this rather unusual distribution.

Another way of explaining the difference between the median and the mean is by considering the graphical representation of the distribution for these two classes as shown in Figure 2. It will be noted that since the

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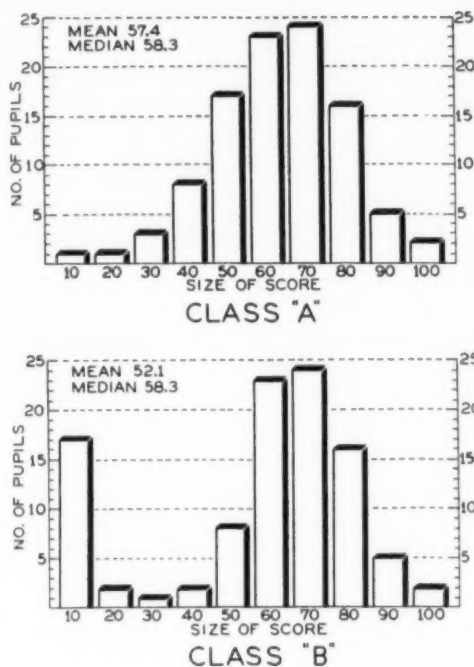


Figure 2

median is merely that point on the scale above which and below which an equal number of cases lie, it is possible to draw a line through the graph at the point of the median; half of the cases will then fall on either side of this line. It will be observed that this line is at the same point for the two distributions.

Now assume that these graphical figures have thickness, and therefore weight. The mean, in each case, is that point or fulcrum upon which the figure could be balanced. Just as on a teeter-totter a small child at a distance from the center will balance a much larger child nearer the center on the other side, so the extreme cases overbalance many more

cases much closer to the center. In other words, the further a case is from the center of the distribution, the more effect it will have in determining the mean. It is therefore said that the mean is influenced by, and reflects accurately, the exact value of every score or the exact size of every measure in the distribution; while the median merely indicates that point on either side of which half the cases fall—how far on either side having no effect on this measure of central tendency.

While there are other measures of central tendency which are found occasionally, these two, median and mean, will enable one to read most articles in education research, in so far as central tendency is concerned. Which measure is more satisfactory depends largely on the nature of the data, as well as the type of information which one wishes to obtain. For example, a study of the length of service of teachers brought out the following conclusions: The mean period of service, which is affected by the proportionately small number of teachers with 30 or more years of experience, was found to be over 8 years. On the other hand, since there were many teachers who served only one or two years, the median was found to be about 4.5 years. Both items of information are, of course, of significance. It is important to know that the average or mean length of time that teachers remained in service at the time of the study was something over 8 years, since that number would have some relationship to the rate at which the total groups would have to be replaced by new teachers. On the other hand, it is also important to know that half of the teachers involved served less than 4½ years. Thus, in some types of problems, one measure is preferred; in some, the other; and in many cases it is desirable to know both the median and the mean for the aid they give in interpretation.

## THE DAYS AHEAD

Sarah Murdock

In the first world war period, one third of the nation's teachers precipitated a teacher shortage by leaving their teaching posts for industry or war work. In many cases, this spelled loss to both schools and teachers. Are we absolutely sure, today, that we shall escape this same teacher shortage, simply because there are more unemployed now than in 1917? On the contrary, the greater scope of our present war efforts may swallow up any surplus reserves of unemployed we have at present. We might, then, reasonably expect the same exodus of teachers from the profession, unless we make definite efforts to prevent it.

Such definite efforts we should earnestly make, for it is unfortunate when well and expensively trained teachers leave a regular work where they are needed, and gain only temporary, substitute positions requiring little or no technical training; or gain, at the best, small clerical positions which they can hold only with great difficulty due to their lack of adequate clerical training.

The schools can save many of their teach-

ers for the teaching profession, even against a wave of war hysteria, by offering better salaries and living conditions, coupled with more public acknowledgment of the value of a teacher's services in times like these. If, however, the teacher is lured away by a desire for change, for travel, for new contacts, then why not explore the possibility of a system of state interchange of teachers, similar to the college professor exchange idea? Many a teacher who desires a change might not actually have to leave the profession, even though she actually changes her address. She might be as interested in a teaching position in another state as in a flight to a government office in Washington, especially if she felt it patriotic to remain by her teaching post.

### Schoolwork or Government Service?

Out of all this arise the questions: "Which work is more important, the schoolwork or the government work? Should the school or the government claim first rights to an individual's services in the present emergency?"

These questions of priority of claims should be settled definitely now, before future confusion arises. Never again, as in world-war days, should teachers with school contracts be able to accept government appointments, supposedly "for the duration of the war," only to resign at the end of a summer vacation, either the school post or the government appointment "with prejudice." Unless we decide this question promptly, we may face the same bottleneck which developed in Washington in the fall of 1918. At the very moment when American soldiers were dying in the Argonne, in Washington teachers were clamoring for resignations in order to fulfill school contracts they had never relinquished during the summer of government service, thinking very little of the unfortunate consequences for the nation's war efforts. Though sorely tried the government of 1918 did not actually draft the services of those teachers without regard for their teaching contracts. Are we sure that our present government will be so tolerant?

A flight of the teachers from the schools, however, is not always a catastrophe. Sometimes it gives the schools an opportunity to weed out undesirable individuals. When, however, the schools are forced to relinquish their best teachers to the government service, they might profitably suggest that these teachers should first acquire clerical training, especially if they seek government positions in Washington. If these teachers wish to successfully compete with thousands of well-trained business girls, they should either learn typing, stenography, decimal filing, record keeping, or they should be able to prove themselves as clerks, accurate, with real ability in organizing facts and figures. Before they go, they might profitably fortify themselves with these qualifications by spare-time study, rather than by waiting until they are actually in a government office, faced with tremendous competition, when it is too late to begin a feverish study of these neglected subjects. Teachers who deliberately leave their teaching posts should know the difficulties ahead of them in a new field.

In the present crisis, then, let us face all the facts: teachers who leave should prepare; teachers who remain should be encouraged publicly by a grateful community. If a real teacher shortage develops in spite of every effort, then teachers' salaries will probably rise temporarily, only to attract more aspirants to the teaching profession, with a consequent depressing of the rising salaries. The inevitable reaction will surely follow any upheaval in our teaching forces. With all the facts of 1917 before us, let us avoid the mistakes of 1917.

### EDUCATIONAL PROGRESS DURING THE PAST YEAR

A review of the educational progress of the past year is rendered very difficult for 1940 by world-wide military, political, economic, social, and educational conditions. Five major problems with which the school has been working are: (1) to make public education serve more effectively the needs of democratic society, (2) to plan a program of education to meet the emergencies of national defense, (3) to adjust the high school curriculum to the large number of noncollege and nontrade youth, (4) to develop valid techniques for appraisal of educational institutions and instruction, and through a program of implementation to apply in practice the results of research, and (5) to stimulate teachers in training and in service to develop the qualities of behavior necessary for a teacher in a democratic society. —Carter V. Good.

## THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

### The Administrative Rise of the Teacher

**D**URING the past two decades school boards and superintendents have witnessed a remarkable growth in the participation of teachers in the administration of school systems. This participation has been welcomed by wise superintendents because it has meant greater efficiency in the educational service for which the schools exist; it has been accepted by the school boards because it has assured the latter that their own plans and policies for the development of the schools would be successfully carried into effect by the staffs.

The administrative activity of teachers has been only one of the outcomes of the better professional preparation of young men and women in the universities and teachers colleges. It has been promoted — not always wisely — by the teacher organizations who have seen in an administrative-minded membership the ready means for effectuating their programs for higher salaries and greater security of the profession. Superintendents as a whole have been eager to support the notion of teacher participation. True, a few older autocratically inclined men have pooh-pooed the value of the classroom workers' service to themselves, perhaps because they feared the results of an analysis of their own attitudes and acts. The few school boards that have been antagonistic or indifferent have been influenced by the local school executive and have reflected his attitude.

Teachers have been most useful to the administration of the schools where their counsel and help has been made an organized instrument for the development of administrative measures. In a sense the progressive character of a school and the quality of the leadership of its superintendent have been reflected in the use made of the teachers in such important undertakings as the continuous revision of the curriculum, the annual selection of new textbooks and teaching materials, the occasional revision of the salary schedules, the development of new and needed departments and services of the schools, the permanent community relations, the adjustment of the schools to changes in social and economic conditions, and the development of the school plant and of financial needs. These and other administrative duties, when handled in an advisory and planning capacity by committees of teachers who have a good measure of freedom and democratic recognition, can do much to solve problems which the school board alone or with the limited aid of the superintendent cannot hope to put into effect.

It has been observed in communities where regularly organized plans of participation have been in use for a decade or more, that there is a distinct growth in professional attitudes, in the spirit of cooperation, and in an understanding by the teachers of their own limitations. A group of teachers that has thought through a problem likely to have far-reaching results, like a salary schedule or the expansion of a secondary school organization, will understand and appreciate the difficulties of finance and community approval which the school board must meet. These same teachers are, therefore, quite willing to be

complacent if only half a loaf is immediately given them. They will be patient, too, in waiting a year for progress.

Teacher participation in administration is not without its dangers and shortcomings. The weak superintendent and the politically-minded school board — both of whom do not have the ability and the courage to deserve full community approval — will be first to suffer from teachers in administrative understandings. They will find that some teachers have too narrow a point of view; busybodies will be allowed to stir up trouble; there will be unbalanced development of policies; selfish financial interests of teacher groups will come to the fore; the crackpots and radicals among the teachers will have a new outlet for their harmful activities; time that should be devoted to fundamental teaching duties will be wasted; public distrust of the school authorities will come from bickering and unwise publicity of unwise discussions. But all these difficulties are not reasons for condemning teacher participation. They are common troubles of any democratic undertaking, to be met as challenges by the school boards and the superintendents.

The use of the vast reservoir of ability and experience which teachers can bring to administrative participation requires a fully democratic attitude on the part of the school board and of the superintendent. It requires, too, a new and keener kind of leadership, of higher skills in planning and executing school policies. The rise of the teacher is to be welcomed and utilized to the full.

### School Plant Standards

**I**N A report to the board of education of Freeport, L. I., New York, Dr. N. L. Engelhardt summarizes effectively the seven inescapable standards for the physical plant facilities required for an effective educational program:

1. The buildings must be safe and free from all fire hazard.
2. The buildings must be sanitary.
3. Service facilities must be modern and readily accessible to meet the needs of boys and girls.
4. All space facilities must be planned in terms of democratic processes of teaching and with due reference to the broadening needs of the curriculum.
5. Recreation facilities should be such as to make a sound physical-education program a definite part of the work of the school day.
6. Resource materials should be provided in sufficient abundance in school libraries and school museums so that they may be readily accessible to students in time of need.
7. The equipment used by individual children must be such as to encourage social participation on the part of all in all types of learning situations.

It will be well for all school boards to review their summer program of building repairs and replacements and their purchases of books, furniture, and teaching materials in the light of these standards.

### The Supersensitive in School Administration

**A**SCHOOL superintendent in a midwest city drew fire in the form of an editorial on the attitude he had taken regarding his recommendations to the board of education. When members of the board and citizens opposed his proposals, he resented their attitude on the assumption that it becomes the duty of the board of education to approve, adding that not to do so implied disloyalty or ignorance.

This the editor maintained was going too far. He countered



the statement voiced by the superintendent, by holding that his recommendations were subject to the approval or disapproval of the board of education, and that in either event he must accept the final dictum without expressing resentment. He added:

"Actually members of the board who have criticized have spent considerable of their personal time studying the problems and deserve something more from a board employee than an intimation that they either are not friends of the schools or that they lack understanding.

"If the board's only obligation is to approve what the superintendent proposes, then why have a board? The truth of the matter seems to be that what is wrong more than anything else in the school board and the school system is an attitude of absolute intolerance toward any criticisms or suggestions either from the public or the board members."

In judging a matter of this kind correctly, the inside facts must be known. So far as the case comes before the public eye, it must be admitted that a tactful and circumspect school superintendent would never expose himself to merited criticism. He would know the relation that must be observed between himself and the governing body of the school system.

### Amending Teacher-Tenure Laws

**I**T CANNOT be held that the teacher-tenure laws in the several states are entirely satisfactory to the administrative officers of the schools or to the organized teacher groups. Nor can it be claimed that the public is satisfied.

The teachers hold that the laws still contain loopholes and that they are not entirely secure. They point to cases in which the school boards are engaging in scandalous nepotism, political manipulation, and personal advantage in dealing with the dismissal of old teachers and the appointment of new teachers.

The school boards declare that the making and intent of the tenure laws are good, while the administration is directly harmful. Designed to protect the rights of the teacher the laws ignore the rights of the public and the interests of the pupils. In the vast majority of communities, say the board members, a good teacher is not in need of tenure protection and in no community is a poor teacher entitled to such protection. The statutes are so rigid and involve so much publicity and attention to so many technicalities that the dismissal of the incompetent is embarrassing to the point of practical impossibility.

The teacher tenure laws of the future will have to be less cumbersome, and grant greater freedom to school boards in the removal of teachers who are incompetent, emotionally unstable, or guilty of conduct unbecoming a public official and a guide of youth. It should be possible to handle cases without loss of time, without the type of formality which characterizes court cases, and without publicity harmful to the individual instructor and the school. Such statutes will imply a high degree of straight-forwardness and fair dealing on the part of school boards so that the teachers will be assured of an absolute absence of subterfuge and politics. The children and their education must be the hub around which this legislation will move.

The teachers' organizations would remove all school-board opposition to tenure legislation if they would ask that the

new laws contain a definite requirement for continued growth of all teachers and for the retirement of all those who cannot give evidence of continued professional improvement.

### Teachers or Warriors?

**T**HE American school boards have shown a most commendably patriotic spirit in releasing men from teaching and supervisory service in order that they might enter the military forces and engage in the defense activities under which the nation is building up a vitally necessary army and navy.

In this connection some questions might be raised concerning the advisability of extending this policy or rather of continuing it without closer consideration of its results upon the school system. Ultimately the withdrawal of men teachers, particularly from the high schools and the colleges, will injure these institutions and prevent them from developing in the growing boys, and even girls, those qualities which can come only from the sterner male characteristics, the types of discipline, and the outlook upon life, which men can provide. Men teachers and supervisors are more than ever necessary in the upper grades of the elementary school and in the high school if, as appears likely, the United States must embark upon a permanent program of defense in its new role of world-wide advocate of the democratic way of life.

On another page of this issue of the JOURNAL is an editorial from a British periodical reiterating the protest of the English Board of Education against the withdrawal from the schools of men teachers between the age of 30 to 35 for military service. Hard pressed as England is and fighting for her very existence, the school authorities consider service in education as equal in importance to service in the armed force.

Pray God that America will never be hard pressed by a foreign foe. For the present, at least, there is no good reason for taking men teachers with any experience out of the classroom in order that they may do defense service. The schools, too, are a first line of defense which must not be broken.

### Ethics for Educators

**A** MIDDLEWESTERN state teachers' association has recently adopted a highly professional code of ethics, outlining the relations and obligations of teachers and school executives to the pupils, to the parents, to the public generally, and to the members of the profession itself. The code makes no mention of any relations and responsibilities which the teacher has to the board of education. The omission seems to be rather pointed and is significant of the attitude which some leaders of organized teachers are mistakenly taking. It ignores the fact that the teacher's relations to the public, both professional and personal, are largely and directly through the school board which is the legal representative of the community, and which controls the policies that the public desires put into effect in the education of its children.

In a code of ethics, a statement of the teacher's relations to the board of education is as essential for directing the attitudes and actions of the individual teacher as is a statement of relations to pupils and to the parents. Both teachers and school-board members must assume better cooperative attitudes if the great enterprise of the schools is to prosper as it must.

# A PRINCIPAL'S CHECK LIST

Vinton Burt<sup>1</sup>

The high school principal has so many demands made upon his time during the course of a day that he finds it exceedingly difficult to plan his work effectively. He never knows from one day to the next what new problems will require his attention. The increasing minutiae of administration are constantly increasing these demands.

The administrator must realize the importance of his time if he is to succeed. Furthermore, in no other way is a principal so likely to impress the faculty and student body favorably as in the efficient management of his time and duties. An alert principal soon develops organizing aids to assist him in his work.

The principal's check list given below was used by the author for several years. It was further developed by members of a class in Administration at Mankato State Teachers College, Mankato, Minn. The use of some such device permits the principal to plan many details of work in advance for the entire year. Variations will be made from year to year, but the organization skeleton will remain stable.

The use of this check list permits the principal to dismiss from his mind most considerations of routine organization. He is then free to devote his entire energies to original demands on his time as they arise and to reflective thinking about his school and its deeper seated problems.

## AUGUST

1. Check with the superintendent on news releases regarding the opening of school. Registration dates. Schedule for the first day.
2. Prepare student bulletin for first-day instructions.
3. Check on all supplies for the opening of school.
4. Check on all blanks and forms for the opening of school.
5. Check classroom pupil stations.
6. Check building for fire and safety hazards.
7. Check fire alarms and clocks.
8. Check bell schedule.
9. Check playground equipment.
10. Number receipt books.
11. Prepare card for season-ticket checkup.
12. Order student-activity tickets printed.
13. Order professional magazines.
14. Pay membership dues to professional organizations.

## SEPTEMBER

1. Consult with superintendent concerning staff meetings, introduction of new teachers, appointment of faculty committees, and announce plans for staff meetings for the year.
2. Prepare and issue student guides for new students.
3. Plan orientation assemblies for new students.
4. Send first day's attendance to superintendent.

5. Organize band program — noon hour and individual instruction.
6. Set up religious education program.
7. Organize student-activity ticket program.
8. Select visual-aid operators.
9. Set up student federal-aid program of work.
10. Prepare for fire drills.
11. Prepare activity schedule for the year. Send copies to newspaper and churches.
12. Issue school calendar of activities.
13. Organize home-room board.
14. Mail football schedule to patrons.
15. Check assignments for home football games.
16. Prepare eligibility lists.
17. Check details with football officials.
18. Distribute copy of class officers and other organization officers.
19. Obtain health cards for new students.
20. Schedule exchange program.
21. Consult superintendent concerning staff picnic.
22. Enter subjects in ultimate register.
23. Type report cards.
24. Check registration cards against high school permanents. Prepare transcripts for new students.
25. Select and announce report-card committees.
26. Consult superintendent regarding plans for evening and part-time school.

## OCTOBER

1. Make plans to attend educational meetings during the year.
2. Consult the superintendent regarding plans for Education Week.
3. Plan with the superintendent program of classes for evening school.
4. Check caps and gowns.
5. Approve football schedule.
6. Duplicate senior list showing name, course, and vocational choice.
7. Make up gymnasium schedule.
8. Check form book.
9. Set ring dates.
10. Arrange high school health cards in file.
11. Consult superintendent regarding closing school for state teachers' convention.

## NOVEMBER

1. Consult with superintendent concerning Thanksgiving vacation.
2. Check with basketball officials.
3. Prepare basketball eligibility list.
4. Mail basketball schedule to patrons.
5. Survey of graduates.
6. Armistice Day program.

## DECEMBER

1. Prepare examination schedule for first semester.
2. Plan for semester schedule changes.
3. See that all transcripts for new students are on file.
4. Consult with superintendent concerning Christmas vacation.

## JANUARY

1. Prepare for close of first semester.
2. Prepare basketball eligibility list. (Second semester.)

3. Arrange for senior class pictures.
4. Prepare basketball schedule.
5. Average senior grades.
6. Consult with superintendent concerning diploma order.

## FEBRUARY

1. Check on failures for first semester. Send letters to parents of students whose work is unsatisfactory.
2. Plan programs for Lincoln's and Washington's birthdays.
3. Check with superintendent regarding preparation for graduation.
4. Plan for high school registration for coming year.
5. Prepare schedule of classes for coming year.

## MARCH

1. Prepare teacher assignments, classroom and extracurricular.
2. Check progress of junior-senior banquet.
3. Request bids for commencement invitations.
4. Check bell schedule for spring.
5. Notify ministers on spring schedule. Buses.
6. Check with superintendent concerning Easter vacation.

## APRIL

1. Prepare baseball and track eligibility lists.
2. Consult with superintendent regarding curriculum adjustments and administrative changes for next year.
3. Prepare school calendar for next year. (Lyceum numbers.)
4. Plan staff meetings for next year.
5. Organize student groups.
6. Organize school patrol for next year.
7. Establish and announce student fees for next year.
8. Plan class-day exercises.
9. Prepare news article for graduation.
10. Announce ranking seniors.
11. Order commencement programs, include inserts for graduation.
12. Seniors, for height, seating, and marching order.
13. Prepare final examination schedule.
14. Prepare bulletin of final notices.

## MAY

1. Consult with superintendent and complete plans for commencement.
2. Reservations for commencement.
  - a) Board of education.
  - b) Faculty.
  - c) Seniors (Parents).
3. Sign diplomas.
4. Distribute directions relating to the closing of school and making of final reports.
5. Check program of poster displays for next year.
6. Memorial Day recess.
7. Make selections for special school honors.

## JUNE

1. Notify parents whose children were not promoted.
2. See that all final marks and reports are recorded on permanent records.
3. Reports completed.
  - a) Attendance.
  - b) Book fees.
  - c) Visual aids.
4. File canceled checks.
5. Check teachers' handbooks.

<sup>1</sup>Superintendent of Schools, Owatonna, Minn.



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## A PROGRAM OF ARTICULATION IN THE HIGHLAND PARK SCHOOLS

Practical steps in achieving better articulation have been taken by the Highland Park (Texas) schools, the objective being to facilitate the pupil's transition from school to school and to increase the continuity of learning through elementary school, junior high school, senior high, and college. Of particular interest in this connection is the work voluntarily assumed by the English department.

During the week's preschool conference at the senior high school last fall the program, which followed more or less a workshop procedure, included meetings of the junior and senior high English instructors. The joint meetings enabled teachers from both schools to compare objectives and to consider desirable standards, as well as to study more specifically common teaching problems. To give more definite direction and to assure continuation of the study a committee representing the three elementary schools and the junior and senior high schools has been named.

Feeling that they must look ahead as well as behind them, the senior high teachers have asked the cooperation of the English staff of the local university, attended by a number of Highland Park graduates, and have received an enthusiastic response. During informal evening meetings of the two departments each group has learned something of the problems facing their predecessors or successors. The theme of the meetings seems to have been, "What can we do to help you?" and "What should we know about your work?"

Interested in the effectiveness of this cooperative study, the administration sent two members of the senior high English department to visit the state university. One of these teachers is also counselor for seniors and was particularly interested in making a "follow-up" study of Highland Park graduates at the university. Their cordial reception in all the offices they visited indicates the readiness of college staffs to work more closely with the public schools. The Highland Park schools are planning now to participate in the testing program sponsored by the Texas Commission on Co-ordination in Education.

It is generally felt that such cooperative work, begun perhaps during preschool conferences and continued during the school year through further meetings and committee work,

may yield increasingly valuable returns as the instructors learn more efficiently to build upon the work of their predecessors and at the same time to lay the foundation for work yet to come. — Dorothy Jones.

## THE MAUMEE BOARD OF EDUCATION

The city of Maumee, Ohio, a suburban community of about 5000 population near metropolitan Toledo, enjoys the services of a highly competent board of education, made up of businessmen engaged in various fields of work in the city of Toledo.

The educational history of Maumee began in 1817, when the first physician of the settlement established a one-room school. The high school which was the first chartered institution of its kind in Ohio, was established in 1843. For many years a mission house and school was conducted for the Indians within the borders of the present city.

In 1938 the board of education began a very successful school-building program. A modern, streamlined high school building, costing \$325,000, was erected, and in 1940 the three elementary school buildings of the district were remodeled and re-equipped.

The board of education, shown in the accompanying illustration, includes: Mr. C. C. Bigelow; Mr. Frank M. Powell; Mr. A. G. Maxwell, president; Mr. A. F. Files; Dr. Owen Rakestraw; and Mr. H. A. Rhinehalt. Mr. Files, who is an accredited chemist and pharmacist and is engaged in chemical manufacturing, has served the board of education as a member for 20 years, and has shared in the work connected with the most remarkable period of growth of the community. During the term of Dr. Rakestraw, as president of the board, the athletic field was equipped for night football, and an extensive program of reseating of the elementary schools was begun under the direction of Mr. Frank M. Powell, who was president of the board in 1938. A bond issue was approved by the voters by more than 85 per cent majority. Mr. Powell devoted a large amount of his time to the project, the success of which was largely due to his zeal and initiative.

## BASIC READING MATERIALS PREFERRED!

Ray H. Simpson<sup>1</sup>

Many school boards today are, or are becoming, seriously concerned about the inefficient reading in their communities, particularly



**George Buck**  
Principal, Shortridge High School,  
Indianapolis, Ind.

Mr. Buck, who retired at the close of the school year in June, after a service of 30 years, had guided the Shortridge High School as its principal since 1910. He came to take over the principalship of the high school after having served as head of the Steele and Stivers High Schools in Dayton, and the Central High School in Duluth, Minn. During his long administrative service, he had seen the high school grow from 75 teachers and 1400 students, to 140 teachers and 3600 students, and had seen it occupy its beautiful new building. The music and art courses during this period were planned and developed under Mr. Buck's wise leadership. The school was responsible for the establishment of the first high school daily paper in the United States.

Mr. Buck holds the A.B. and the M.A. degrees, given by Wittenberg College, in Springfield, Ohio, and he also possesses an honorary LL.D. degree, given by Butler University, in Indianapolis in 1938. He was president of the North Central Association of High Schools and Colleges in 1918-19, and is a member of many other professional organizations. He has rendered a great civic service to the community served by the schools.

He was born in Cincinnati, Ohio, is married, and the father of two grown sons, one in the dental and one in the medical profession.

in the schools where reading is taught. This concern about weaknesses in reading would seem to be justified in view of the experimental evidence which shows that few of our youngsters are capable of critical reading, a type ability of great importance in a democracy where citizens are constantly bombarded with semitruths and propaganda of all sorts.

Studies of the reading abilities of youngsters also show that in thousands of our schools the materials now being used are inappropriate for over 50 per cent of those using them. They are entirely too hard for some and definitely too easy for others. What is to be done about the present situation? Along what lines may the money which is available best be spent? These questions are of primary concern to school boards and to school superintendents as well as to teachers.

There are now on the market some expensive machines for improving reading and many school boards and school administrators are wondering if these are not the answer to the reading problem. Recently there came into the writer's office a high school coach who wanted "to find out what two reading machines are for. The one is used to take a picture of the eyes in reading." He continued,

(Concluded on page 58)



**Board of Education, Maumee, Ohio.**  
Left to right: C. C. Bigelow; Frank M. Powell; A. G. Maxwell, president; A. F. Files, vice-president; Dr. Owen Rakestraw; H. A. Rhinehalt, clerk and treasurer.

<sup>1</sup>University of Alabama.



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The architect for the Findlay school was Thomas D. McLaughlin, Lima, Ohio.



## THE STANDARD ELECTRIC TIME COMPANY

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BRANCH OFFICES IN PRINCIPAL CITIES

(Concluded from page 56)

"My county school board and superintendent bought one of the machines and my city school board and superintendent bought the other machine, and they told me that since I go around to various schools in connection with my physical education work that I should operate the machines." The fact was that these machines had been acquired at a cost of over \$500 and no one in the county knew how to use them. The physical-education teacher was not particularly qualified to use the machines. Even if someone in the county did know how to use them, it is very doubtful whether the county should have made the investment, particularly in view of the relative paucity of appropriate reading materials now in the county.

Although there are now hundreds of thousands of dollars invested in these machines and materials that go with them, most reading experts still feel that they are of very doubtful value. Some experts even go so far as to indicate that the machines may do more harm than good in a community.

Experimental evidence, as well as expert opinion, also indicates that there is need for a much greater variety of material than that now used in the great majority of classrooms. One or even two textbooks for a class in history, for instance, may be suited to the ability and background of only a small percentage of the class. Through lack of objectivity they also are likely to develop a one-sided, uncritical point of view in the pupils.

Two purposes can well be served by a greater variety of reading material. First, after proper diagnosis, the needs of youngsters whose reading abilities are below or above the grade level on which they are study-

ing, can be met by not expecting all to use the same materials in a particular grade. All are not expected to wear the same size clothes; why should all be expected to use the same equipment and materials to develop their reading and other abilities. In practically all schools the spread of reading ability in a particular grade is astonishing to one who has not seen the results on standard reading tests. It is not uncommon to find the reading abilities in the ninth grade alone, for instance, ranging from average fourth-grade ability or below, to average fourteenth-grade ability or above. Obviously, a wide variety of reading material is necessary to adequately challenge all and to help each one to progress and learn a substantial amount from printed materials.

In the second place, greater variety in reading materials will encourage a well-rounded point of view. The point of view of one or two textbook writers is necessarily limited. An acquaintance with many points of view tends to develop a thinking reader rather than a docile reader who tries to assimilate everything he reads without critically attempting to decide the whys and hows of the subject.

These brief comments are made to school boards, advising them to concentrate on providing the necessary and important variety in reading materials and to delay the acquisition of expensive reading instruments until after reading materials have been provided.

### The School of Democracy

There can be no escape for the schools of a democracy from the responsibility of helping all young people to become socially competent, so far as the goal can be achieved. By its very purpose, democracy sets itself to play no favorites. — Dr. Francis T. Spaulding, Harvard University.

## Teachers' Salaries

### THE CRETE SALARY SCHEDULE

The board of education of the Crete Community High School District, at Crete, Ill., has adopted a salary schedule for the high school teaching staff, which became effective July 1, 1941. The schedule is based on four guiding principles: (1) it seeks to attract capable instructors; (2) it is based on professional training and growth; (3) it is flexible for differences in service and position; and (4) it provides for a basic annual salary.

All teachers are divided into two groups. Teachers in group one, with four years of university or normal school training beyond the high schools, and no experience, are paid a minimum salary of \$1,100 per year. Such teachers will advance at the rate of five annual increases of \$50 each, until the maximum of \$1,350 is reached. The B.A. degree, or equivalent, from a standard college or university, is accepted as evidence of four years' work beyond the high school.

Teachers in group two, with five years' training beyond the high school, or the M.A. degree given by a standard college or university, begin at a minimum of \$1,300 per year, and will receive five annual increases of \$60, until the maximum of \$1,600 is reached. Such teachers who have majored in some content field in their undergraduate work must hold the master's degree in Education. All teachers advancing from group one to group two will be given additional increments of \$50 during the year succeeding the advancement.

Under the schedule, teachers are rated annually by the superintendent and grouped into the four classes of A, B, C, and D. The rating is based on actual classroom supervision of the teachers

(Concluded on page 60)



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(Concluded from page 58)

by the superintendent. The points taken into consideration are (1) preparation of class material, (2) presentation of material to class, (3) conduct of classwork, (4) class response, (5) discipline problems, (6) evidence of interest in the individual pupil, (7) promptness in filing reports and study outlines, (8) punctuality in arriving at school, (9) evidence of interest in school activities and conduct of supervisory duties. Teachers with a rank of A or B are eligible for annual increases; teachers with a rank of C for two years will be reduced to the minimum beginning salary for their group; teachers with a rank of D will be dismissed from the faculty.

All experienced teachers entering the schools will receive credit for experience, evaluated on the basis of the factors of size of school, length of service, evidence of success in former position, salary earned, and evidence of professional growth.

The schedule does not seek to reduce the salary of any teacher at present employed, and it will not prevent the board from paying the salary it thinks best for teachers of special subjects, or those with unusual ability and merit. A married male teacher in the classroom will be paid a bonus of \$50 beyond the amount determined by the schedule for his group. Substitute teachers will be paid \$4 per day.

All teachers are allowed a leave of five days with full pay for personal illness, or critical illness or death in the immediate family. A doctor's certificate may be required in certain cases.

#### NEW CONCORD SALARY SCHEDULE

The board of education of Concord, N. H., has adopted a new salary schedule for members of the teaching staff, which rigidly sets the minimums, maximums, and rates of advance in salary for all teachers of the system. The schedule was formulated by a special committee, aided by Supt. Natt B. Burbank.

The schedule is of the position-preparedness type, in which there is no distinction between

the excellent and the average teacher. All increases in salary are automatic and are rigidly specified. The rate of increase is \$100 per year up to \$1,300, and \$50 a year thereafter until the maximum is reached.

Under the schedule for elementary teachers, all teachers will begin at a minimum of \$1,000. Teachers now in service but with less than three years' training will work up to a maximum of \$1,500. Teachers with a bachelor's degree will start at \$1,100 and will work up to a maximum of \$1,600 after they have earned a three-year certificate. Teachers with a master's degree will begin at \$1,200 and will work up to a maximum of \$1,900.

Women teachers belonging to the junior high school group will begin at \$1,000 and will work up to \$1,700 after having acquired three years of professional training. Teachers with a bachelor's degree will be given a minimum of \$1,100, and will work up to a maximum of \$1,800. Teachers with a master's degree will begin at \$1,200 and will advance to \$2,000. Men teachers will begin at \$1,400 and will advance to \$2,300 provided they hold a bachelor's degree. Those who possess a master's degree will begin at \$1,500 and will advance to a maximum of \$2,500.

Teachers of mechanic arts and Smith-Hughes work will begin at \$1,400 and will advance to \$2,400 provided they hold a bachelor's degree. Teachers with a master's degree will begin at \$1,500 and will advance to \$2,600.

Teachers in non-Smith-Hughes classes will begin at \$1,400, and will advance to \$2,200, or \$2,300 if they hold a degree.

The operation of the schedule is governed by a number of rules. All teachers are required to have at least two years of teaching experience prior to appointment. An exception is made in cases where qualified candidates with experience are not available.

Under professional requirements it is expected that teachers in grades one to six shall give proof of at least three years of normal school training;

in grades seven, eight, and nine, teachers must possess a bachelor's degree.

All regular teachers are entitled to 10 days' sick leave, with full pay; five additional days with half pay will be allowed if these days are consecutive. Teachers on sick leave will receive the difference between the substitute's pay and the regular teacher's salary for the remainder of any extended illness provided a physician's certificate is furnished.

Retirement is mandatory for all teachers upon reaching the age of 70, provided they have given 40 years of service, of which 30 years have been in the local school district. The pension amounts to one half of the maximum annual salary and must not exceed \$1,000.

Provision has also been made for credits. Teachers who enter the system after June 30, 1941, will be eligible to receive credit for not more than five years' experience in another system. Approximately one-half credit will be given for the first four years of service. The successful completion of four semester hours of credit is required of each teacher once every four years. Both the educational institution and the courses must be approved in advance by the superintendent. Teachers now in the school service are given until June 30, 1945, to comply with this provision.

Increments on account of advanced training will not be awarded until the degree or certificate is actually received. After the degree has been obtained the teacher is placed upon the advanced schedule for further progress.

Extra remuneration for work in coaching athletics, dramatics, or other activities is separate from and in addition to the schedule.

#### KALAMAZOO ADOPTS NEW SALARY SCHEDULE

The board of education of Kalamazoo, Mich., has made radical changes in its program for teachers' salaries and for adjusting the retirement age of older instructors.





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Because of insufficient tax income, the advances in salaries provided by the new schedule will go into effect in September, 1941, only to the extent of the funds available, approximately 50 per cent of the total increases projected.

For the coming year, teachers holding an A.B. degree, and without experience, will begin at an initial salary of \$1,300, and teachers with an M.A. degree will receive \$1,450.

From these base salaries, increases of \$50 will be allowed after the first year, and annual increases of \$100 for the next three years, and \$50 a year thereafter, until the respective maximums of \$2,300 and \$2,450 are reached at the end of 17 years of teaching.

The schedule proposes a differential of \$200, to be allowed heads of families. In arguing for the new schedule, Supt. Loy Norrix pointed out that the present average salary of teachers is \$1,803, which is considered insufficient to meet the standard of living which teachers are expected to follow in the community.

The board of education has also adopted a policy compelling all teachers to retire at the age of 65 years, and to accept an annuity under the provisions of the Michigan retirement law.

#### TEACHERS' SALARIES

♦ Marshalltown, Iowa. Minimum salaries for teachers in the city schools have been increased for the next school year. Elementary teachers will begin at \$900 per annum, and high school teachers will be paid a minimum of \$1,000. Maximum salaries will remain in force. Small salary increases were given to a number of the men teachers.

♦ Salem, Ohio. Faced with an estimated deficit of \$40,000, the board has voted to reduce teachers' salaries by 10 per cent. The board will ask the voters for a tax levy of one and one-half mills for two years at the August primary election.

♦ Belleville, Ill. The school board has approved salary increases for approximately one half of the teachers of the school staff. The board's action returns the schools to the former schedule

of salaries, which calls for automatic increases to be given through length of service and the earning of academic credits. The schedule had been in disuse since the 1930-31 school year when it was dropped because of the depression.

♦ Port Huron, Mich. The school board has adopted a 10-month school year for 1941. This means that teachers will receive more money than they did during the past year. Under the new budget, teachers will still be paid 10 per cent less than the schedule adopted by the board 10 years ago.

♦ Belleville, Ill. Teachers and school employees of the township high school have been given increases of 3 per cent for the school year 1941. The raises apply to every employee except those in the cafeteria, the school physician, the truant officer, and the secretary and principal.

♦ Louisville, Ky. The school board has voted to increase 1941 payments to teachers by \$205,000, through elimination of race and sex differentials and the restoration of suspended salary schedules. Elimination of the differential between Negro and white teachers will mean an increase of \$65,000 in the salary item.

♦ Elgin, Ill. The school board has given salary increases to 77 teachers on the school staff. The increases range from \$3 to \$650 for the year.

♦ Kansas City, Mo. The school board has announced that the 12½ per cent teachers' salary cut will be continued next year, due to the condition of the school finances. Ludwick Graves, president of the board, pointed out that even if 100 per cent of the tax money were collected, it would not be possible to restore salaries and operate a 10-month school term.

♦ Ypsilanti, Mich. The school board has approved a new salary schedule and professional requirements for the employment of teachers. The schedule provides a minimum salary of \$1,200 for an inexperienced teacher with an A.B. or B.S. degree. Increases of \$50 will be allowed for the first two years of service, and \$100 for each year thereafter. Teachers with a master's degree and

12 years of experience will receive a maximum of \$2,400. All candidates for teaching positions must be less than 35 years of age.

If the income of the school district is insufficient to meet the salaries, the teachers will receive amounts limited by the available funds.

The school board has ordered that no married women teachers shall be added to the teaching staff. The contracts of women teachers who become married during the term of the contract will become void at the discretion of the board. In no case will they be allowed to continue teaching in the Ypsilanti schools a longer term than the remainder of the school year.

♦ Martins Ferry, Ohio. The school board, in reappointing the members of the teaching staff, has approved salary increases of 5 per cent for the school year 1941.

♦ Fremont, Ohio. The school board in reappointing 105 teachers to the staff, has given salary increases in accordance with the schedule and previous commitments. There were 44 teachers re-employed without increases, and 39 were awarded the \$40-a-year increase for an additional year of service. The increases ranged from \$40 up to \$100 and \$140. Teachers who received no increases have attained their present salary maximum.

♦ Bowling Green, Ky. The school board has approved a new salary schedule, providing for base salary increases of \$5 per month for all teachers already employed. The salary schedule, which goes into effect in September, applies to all teachers employed on a nine-month basis, and amounts to an increase of \$45 per year for each teacher.

The raise increases the base salary of teachers from \$65 to \$70 per month. However, each teacher will be allowed 20 cents extra per month for each semester hour of teacher training completed, and \$5 per month for each year of experience up to five years. The extra pay raises the salary of a teacher with an A.B. degree and five years' experience to \$121 per month.







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## *School Administration News*

### **GREENWICH DEPARTMENT OF CHILD GUIDANCE**

A Department of Child Guidance has been established in Greenwich, Conn., composed of a staff including three visiting teachers, a psychologist, an attendance officer, and a secretary. The psychologist acts as the director of the department, and the visiting teacher is the case supervisor in direct charge of the work of the visiting teachers. These workers serve the 10 elementary schools and the senior high school, from the kindergarten through the twelfth grade.

All of the visiting teachers are trained social workers, with considerable experience as classroom teachers. Their service involves direct contacts with parents, teachers, principals, and social and recreational agencies. The work includes getting information and sharing with the professional personnel vital factors learned. It also affords an opportunity for the co-ordination and interpreting of data gathered from the various sources.

The psychologist is in charge of all testing carried on in the schools. He directs the educational research and assists in the formulation of diagnostic and remedial practices in the academic fields. His work also includes promotional, grading, and curricular plans. The larger portion of his time is spent in individual examinations of pupils in problem situations. He administers the diagnostic examinations and conducts interviews to determine individual children's capacities, academic

achievement, special abilities, handicaps, special interests, and attitudes.

After all the information has been gathered, a conference is held with the principal, teachers, and visiting teacher. The data are reviewed and a plan of attack is developed. An analysis of known factors is made in two areas, (1) in those elements which are remediable, and (2) in those factors which are nonremediable. The teacher's, the visiting teacher's, and the parent's functions are then defined. In this way, a cooperative plan is worked out in order that a child may fully develop personally, socially, emotionally, and academically. This department acts as a guiding and consultant agent until the problem situation has been relieved.

Among the problem situations demanding mental hygiene assistance which have come to the attention of the department are the following: academic difficulty, speech defects, lack of confidence, lying, stealing, fearfulness, sensitiveness, unsocial behavior, social or emotional immaturity, and related difficulties.

Among the major activities of the department of special interest are the following: (1) home visits with teachers to meet parents of entering children; (2) home visits to parents of children in elementary grades; (3) operation of study and discussion groups for the consideration of major topics of interest involving child development and aspects of mental hygiene; (4) cooperation with parent-teacher groups and giving of lectures at teachers' meetings; (5) cooperation with social and recreational agencies serving the city and the vicinity; (6) participation in teacher and administrative-staff meetings; (7) outlining of work for adjustment classes and

placement of exceptional children; (8) working with adjustment teachers in lip-reading classes, sight-saving work, and remedial programs; (9) working with visiting teacher in the establishment of recreational groups in areas where the facilities are inadequate; (10) co-ordination and articulation of all areas of child guidance throughout the school system.

The guiding objective of the department's work has been to increase the application of mental hygiene principles in order to insure wholesome personality development of children. Although a great deal of corrective work is being done, the major approach is toward increasing the preventive measures throughout the schools. The classroom teacher is the key person in the entire program of child guidance and she is the person who first notes symptoms of difficulties, who carries on daily corrective procedures, and whose personal attitudes and classroom methods tend to influence greatly the pupils under her charge. The members of the Child Guidance Department supply special services in all areas of mental hygiene and social service and their work is intended to supplement, not replace, the work of other members of the school staff.

### **THE NASHWAUK SUMMER SCHOOL**

There is need for a summer school in every school system. There are always pupils who, for various reasons, do not make the adjustment necessary to successfully continue with their studies. These pupils must either fall back and take an extra year, or carry an extra load in school. The disappointment of not proceeding with a pupil's class is often too great a penalty for the failing pupil to pay.

In the opinion of Supt. D. F. Dickerson, of Nashwauk, Minn., the summer school is the best



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Above: Fenestra Projected Fenestron Steel Window. Left: an Ordinary Double-Hung Window.

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## Fenestra STEEL WINDOW SYSTEMS FOR SCHOOLS

cure for most of the school ills arising. Because of its plan of organization, it is largely individual study and individual instruction, something very much needed in the modern school.

"The summer school is an economical measure. It prevents and remedies pupil failures which saves for the pupil and also saves for the school. It costs much less to conduct a summer school for those who need it than to provide the needed instruction for these pupils in the regular school. In the case of the summer school it is not a matter of saving a teacher employment, but of extending the benefits to all pupils when the irregularities are eliminated.

"In Nashua, a summer school was conducted for the first time during the school year 1939-40. The school was conducted for secondary pupils who had failures and was provided by the board at no cost to the pupil. The Nashua school employed three teachers and Keewatin two. Sessions were held from 8:00 a.m. to noon, and from 1:00 to 4:00, comprising seven hours per day, five days per week for five weeks. Pupils were permitted to take one full year subject if it was new, or two if they were both review subjects."

### SCHOOL ADMINISTRATION

♦ Dr. Robert H. Chastney, acting director of the Townsend High School, New York City, has advocated the establishment of three-year high schools to effect cuts in time for gifted students. Dr. Chastney suggested that in large cities there should be high schools available to students of superior intelligence to prepare them for college in three years rather than four. He pointed out that acceleration on the secondary level is beyond the experimental stage and that this is hardly the time to crack down on the potential scientists, scholars, engineers, and professional leaders of tomorrow.

♦ Marengo, Ill. The school board has approved a plan, calling for the building of a house as a high school trade project. The house will be built

by a class of high school students, working under Kenneth Walters, a building trades teacher.

♦ Bartlesville, Okla. The school board will conduct a summer school program of seven weeks. Classes will be held in one of the elementary schools and in the high school. The enrollment fees range from \$7.50 to \$10.

♦ Dr. William L. Ettinger, superintendent of schools emeritus, of New York City, in a recent statement, expressed dissatisfaction with the schools for neglecting the fundamental verities and encouraging loose thinking. He urged that school children be taught to think and think straight, not to take all they hear as gospel truth.

♦ The Lambertton News, at Lambertton, Minn., on May 22, published a special edition of its paper, dedicated to the Lambertton public schools. The material for the edition was furnished by the faculty members and the students. It included news about school activities, commencement, and the school library.

♦ Pontiac, Mich. The school board has approved a new program for the junior and senior high schools, which is intended to guide students into a unified course, from the junior high grades, through the senior high school, to graduation. The main features of the plan are (1) a unified course of study, extending over a period of years, (2) assignment of each student to a counselor, for individual guidance during his high school course, and (3) a requirement that graduation shall depend upon the completion of one of the courses, rather than upon the accumulation of a fixed number of school credits.

♦ Kalamazoo, Mich. The program of the Harold Upjohn School has been expanded with the addition of a second physiotherapist and a second teacher of sight conservation. An orthopedic teacher will also be added to give academic instruction in both junior and senior high school subjects. A new teacher of the deaf will give added training in oral speech and lip reading. The expansion of the program will represent in-

creased expenses of \$10,398, a part of which will be covered by contributions of private individuals.

♦ Three Rivers, Mich. A beginning course in Spanish for junior students in the high school will be offered next fall. A third year of Latin will be offered for juniors and seniors who have indicated a desire for the class.

♦ Kewanee, Ill. The school board has voted to establish a course in Spanish in the schools next fall. A full-time librarian will be employed for the first time.

♦ La Crosse, Wis. The school board has approved a three-point program for the city schools. The program calls for a new high school auditorium, the diversion of state funds for library purposes, and the inauguration of an annual promotion system in the schools.

♦ Bryan, Tex. The school board has approved the twelve-year plan for the city schools. The change takes effect with the opening of the new school year in September.

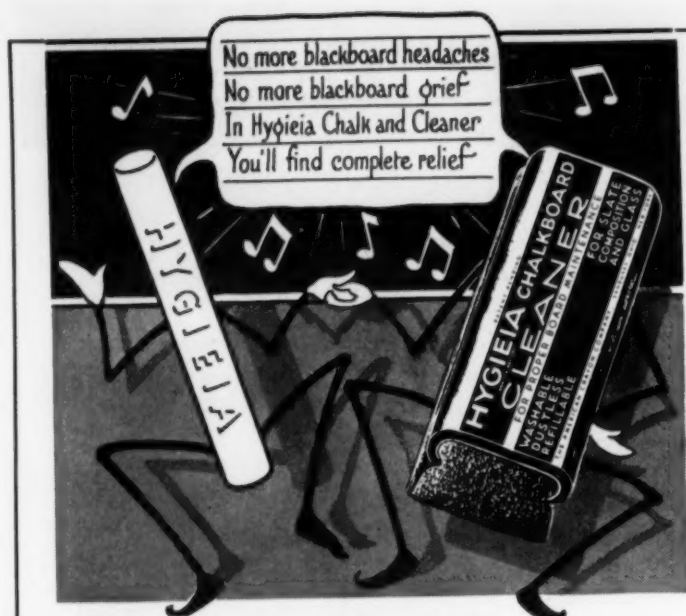
♦ Brookline, Mass. The school board has added 15 defense machine-shop courses in the Manual Training School for the summer months. The schedule calls for a 24-hour day with three shifts in training.

♦ Peoria, Ill. The school board has voted to establish a textbook rental plan in the schools, beginning with the new school year in September.

♦ East Providence, R. I. The school board is favorable to the establishment of annual promotions to replace the present semiannual plan. The change will affect 900 students.

♦ Religious instruction on "released time" is offered children in 194 New York communities, by an arrangement between the school authorities and the churches.

♦ Somerville, Mass. The school board has approved a program of guidance for the junior and senior high schools, to begin next September. The program will embody the recommendations of the special committee on guidance.



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## ★ DEMOCRACY CHARTS ★

"Democracy at Work"  
by

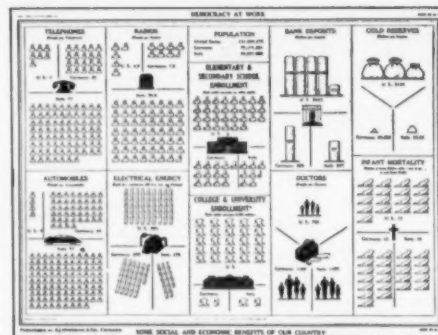
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University of Wisconsin

JOHN M. GAUS  
Professor of Political Science  
University of Wisconsin

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**The Charts will perform these important functions:**

Show the fundamental forms and functions of American government.

Contrast American democracy with foreign dictator government.

Picture by graphs and illustrations the benefits which people receive from our national government.

Vividly teach the pupils their obligations to the national government.

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Clarify the basic differences between democracy and dictatorship — and show how democracy preserves liberty and a dictatorship destroys it.

Develop in your pupils a devotion to the cause of democracy and a spirit of patriotism for Americanism.

Stimulate a desire to participate in and improve the democratic way of life.



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## News of Superintendents

● C. V. IRVIN has been elected superintendent of schools of Dist. No. 7, in Reliance, Wyo. He succeeds Clyde W. Kurtz.

● DONALD L. SHARPE, of Oneida, Ill., has been elected superintendent of schools at Knoxville. He succeeds Verne B. Harris.

● BOYD W. SHEPHERD, of Polo, Mo., has been elected superintendent of schools at Maysville, to succeed Paul J. Keith.

● C. MADDEN, of Wakefield, Neb., has been elected superintendent of schools at Orange City, Iowa.

● EDMUND R. SAWYER, of Erving, Mass., has been elected superintendent of the East Longmeadow, Hampden, and Wilbraham Union, at Hampden, Mass.

● J. C. RICE has been elected superintendent of schools at Martinsville, Ind., to succeed M. S. Mahan.

● SUPT. KENNETH E. OBERHOLTZER, of Long Beach, Calif., has been re-elected for a new four-year term.

● ROBERT McLEESE, of Fayette, Iowa, has been elected superintendent of schools at Hawkeye.

● SAMUEL J. WASSOM, of Walcott, Iowa, has been elected superintendent of schools at Vail.

● FRED B. CURRAN, superintendent of schools at Springdale, Iowa, died suddenly on May 29.

● T. B. WARREN, superintendent of schools at Nevada, Iowa, died on May 29, after a service of 21 years.

● GLEN LUEHRE, of Yutan, Neb., has been elected superintendent of schools at Farragut, Iowa.

● STEPHEN ROMINE, of Del Norte, Colo., has been elected superintendent of schools at Fountain. He succeeds A. D. Abbott.

● SUPT. RALPH STICKLE, of the Walton township unit school, Olivet, Mich., has been given a year's leave of absence to complete his studies for a doctor of education degree at Syracuse University, Syracuse, N. Y.

● MR. ERNEST KNIRK, of Martin, Mich., has been elected superintendent of schools at Elsie.

● LAWRENCE M. WADE, of Lapeer, Mich., has been elected superintendent of schools at Homer, to succeed A. C. Mays.

● J. C. SENTITZ has been elected superintendent of schools at Greendale, Ind.

● SUPT. H. H. CHURCH, of Elkhart, Ind., has been appointed to serve on the summer school faculty of the University of Rochester, from June 25 to August 1.

● L. V. KRUTSINGER has been elected superintendent of schools at Chester, Ill., to succeed W. R. Lowry.

● SUPT. HARPER GATTON, of Madisonville, Ky., has accepted an appointment to teach two classes in the summer graduate school of the University of Kentucky. The classes are public school administration and public school finance.

● SUPT. L. C. CURRY, of Bowling Green, Ky., has been re-elected for another term.

● SUPT. PAUL M. MUNRO, of Columbus, Ga., has been re-elected for another term.

● DAVID CRAWFORD has been elected superintendent of schools at Rochelle, Ill.

● J. E. WELLS, of Trout Lake, Mich., has been elected superintendent of schools at Grand Marais, Mich.

● R. W. HAMILTON, of Lexington, Ky., has been elected superintendent of schools at Ravenna. He succeeds F. R. Griffith.

● SUPT. W. F. HIBBS, of Bardstown, Ky., has been re-elected for another term.

● E. A. HASLER, of Huntingburg, Ind., has been elected superintendent of schools at Worthington.

● P. F. SCHAFER, of Pearl City, Ill., has been elected superintendent of schools at Macomb. He succeeds Claude Chappellear.

● GARRETT R. HARROD, of Brooksville, Ky., has been elected superintendent of schools at Augusta.

● A. O. BELL has been elected superintendent of schools at Antwerp, Ohio, to succeed G. H. Deemer.

● KEITH LANDSBURG has been elected superintendent of schools at Martin, Mich. He succeeds E. S. Knirk.

● SUPT. J. L. FOUST, of Owensboro, Ky., has been re-elected for a two-year term.

● DR. JOHN B. WHITELAW, head of the department of education in the Brockport, N. Y., Normal School, has been appointed general supervisor of the city schools at Newton, Mass.

● K. C. MUNSON, of Preston, Minn., has been elected superintendent of schools at Luverne.

● ROY JENNINGS, of Havelock, Iowa, has been elected superintendent of schools at Albert City. He succeeds L. C. Shepard.

● LLOYD GODFREY, of Truesdale, Iowa, has been elected superintendent of schools at Havelock, to succeed Roy Jennings.

● SUPT. E. C. THOMPSON, of Ruthton, Minn., has resigned and will go into private business.

● ERVIN E. TRASK, of Saybrook, Conn., has been elected superintendent of schools at Plainville.

● CECIL M. BURNETT, of Independence Village, Ohio, has been elected superintendent of schools at Wickliffe.

● E. G. WILLIAMS, of Loden, Iowa, has been elected superintendent of schools at Solon, to succeed R. L. Helt.

● C. W. VAN CLEVE, of Springfield, Minn., has been elected superintendent of schools at Lambertton.

● W. J. ROBERTSON, of Santa Fe, N. Mex., has been elected superintendent of schools at Las Vegas.

● THEODORE A. SANFORD, of Carrollton, Ky., has been elected superintendent of schools at Henderson. He succeeds C. E. Dudley.

● SUPT. N. E. WATSON, of Northbrook, Ill., has been re-elected for a three-year term.

● ZEB MORRIS, of Bowdon, Ga., has been elected superintendent of schools. He succeeds Bob Taylor.

● SUPT. WILLARD M. WHITMAN, of Marquette, Mich., has been re-elected for a three-year term.

● SUPT. J. M. CALVIN, of Hickman, Ky., has been re-elected for his twenty-fifth consecutive term.

● The public schools of Lambertton, Minn., have taken steps toward the preparation of a bronze tablet, to be placed in the vestibule of the high school auditorium, in memory of the late W. P. Keller, superintendent of schools.

● SUPT. G. A. BASSFORD, of Ashland, Wis., has been re-elected for a three-year term.

● SUPT. R. E. FILDES, of Springfield, Ill., has been re-elected for another term.

● M. CROUSE, of Crystal, Mich., has been elected superintendent of schools at Richmond.

● CARL L. STRONG, of Mayville, Mich., has been elected superintendent of schools at Ovid.

● LIVINGSTONE McCARTNEY, a former superintendent of schools at Henderson, Ky., died on May 8, at the age of 80.

● SUPT. R. H. WILSON, of Traverse City, Mich., has been re-elected for a sixth term.

● SUPT. M. G. HOSKINSON, of Stryker, Ohio, has been re-elected for a two-year term.

● SUPT. O. W. LENHART, of Lowellville, Ohio, has been re-elected for a five-year term, at an annual salary of \$3,750.

● DAVID CRAWFORD, of Woodstock, Ill., has been elected superintendent of schools at Rochelle.





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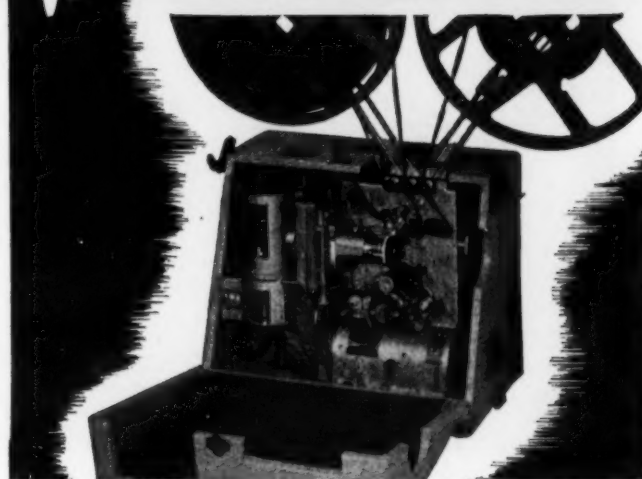
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PER FOOT PER YEAR

### THE VILLAGE SCHOOL-BOARD MEMBER

(Concluded from page 16)

office. He exercises the important function of appraising the services rendered by all employees and finds the various reports of great help. He speaks frankly when the need arises.

He directs the superintendent to set up and administer a testing program, the results of which will help him to appraise instructional services.

In order to render the best possible school-building service, he holds the superintendent responsible for preparing such building programs as are needed. He expects the administrator to be responsible for the proper operation and maintenance

of the school plant. To facilitate handling of requests for permission to use buildings, he establishes policies regarding the matter and asks the administrative office to execute them.

All in all, he strives to develop the proper working relationships between the board and the professional workers. He does this because he knows it means effective school administration and enhanced educational services without impairing the responsibility delegated to him by the state. He is the lawmaker and the judge, and if he exercises these two functions diligently, he knows he can delegate the third.

The village school-board member plays an important part in a most important enterprise, and he is doing a most creditable job. America should be proud of him.

### PROVIDING FOR THE ECONOMIC INDEPENDENCE OF RETIRED TEACHERS

(Concluded from page 28)

funds. In all states where there is no satisfactory teachers' retirement system, educational administrators would do well to join together with laymen and teachers in the establishment of a satisfactory system.

#### In Conclusion

Administrators can render most valuable help in providing for the economic independence of retired teachers by: (1) recognizing the desirability of including teachers in the National Social Security Act; (2) recognizing that it is a threefold obligation falling upon the nation, state, and the individual teacher; (3) helping the individual teacher to recognize early the problems of retirement and the necessity of individuals beginning at an early age to make some provision for retirement; and (4) to work actively for the establishment of a satisfactory teachers' retirement system in his own state of residence.

### THE SELECTION OF A HIGH SCHOOL PRINCIPAL

(Concluded from page 49)

cialized in supervision and administration in graduate work. (5) From the evidence he is an educational leader and will fit into the school and the community. (6) The candidate is a person who works well with his faculty and students and will participate in community affairs. (7) He is a personable, well-adjusted individual who is married, and who will live in the community. (8) He has had successful administrative experience and possesses a high degree of loyalty to his profession.

### INDIANA SCHOOL ADMINISTRATORS HOLD CONFERENCE

The Indiana Town and City School Administrators' Association held its regional conference on May 15, in Noblesville, Ind. Mrs. Lucille Frazee, Rushville, presided.

Mr. W. A. Evans opened the morning session with a talk on "Public Relations Methods." There was a discussion on physical fitness in the public schools.

At the afternoon session, Archie L. Kinzer, Noblesville, presided. Dr. F. B. Knight, Purdue University, talked on "The Defense Program for the Public School"; Robert H. Waytt, executive secretary of the State Teachers' Association, gave an interpretation of new school legislation, and there was a discussion on the purchasing of school supplies.

#### A PHYSICAL HEALTH PROGRAM

The school authorities of Dist. No. 130, in Cook County, Blue Island, Ill., have issued a 10-page booklet on Physical Health, Individual and Group, which offers an outline of procedure for bringing together the various aspects of the physical-education facilities. The material includes an outline of the objectives and a description of the major elements, as suggested by the American Youth Commission, for physical education, health-habits education, physical examinations, remedial attention, foods and diets, and recreation.

#### A JOB FOR EDUCATION

We must meet the cynicism from abroad with renewed faith in the sanctity of personality, the disillusionment from abroad with renewed faith in the dynamic quality of our own way; the belligerency from abroad with renewed faith in the creativity of peace. — A. L. Sacher.



## GREEN BAY DEVOTES SPECIAL ATTENTION TO SPECIAL DEPARTMENTS

(Concluded from page 32)

and gifted) were taught by identical processes. Such a procedure was, for the most part, to the disadvantage of the mentally retarded child. He was, to say the least, thoroughly humiliated. Seldom, if ever, was he permitted to demonstrate his physical forte in plays and games. Instead, he was compelled to dabble in academic learning which was neither proper nor practical. The present plan in Green Bay for mentally retarded children includes the following:

1. There is a special department for the mentally handicapped. It is characterized by its varied facilities and functional equipment, its flexible program, and its graded and applied instruction.

2. Children are placed in this department only in extreme cases; they must have had at least three years of primary training in the regular curriculum. There is segregation of those children for whom nothing else can be done.

3. This department enrolls about 15 pupils who are placed under the direction of a professionally trained teacher.

4. When these children have advanced as far as they can in the elementary department they are enrolled, not in the Vocational School but in either one of the junior high schools. Here they receive special help in the academic subjects from qualified instructors who are specifically employed to deal with this type of child.

5. While in the junior high schools these slow learners live with the other children in art and music, physical education, manual training, home economics, and the assemblies. Thus there is developed that necessary degree of socialization.

6. The flexibility in this program permits children with unusual disabilities, which may be temporary, to return to the regular classes when correction is completed.

7. Transportation is furnished in all cases in which it is necessary.

8. Provision is made for a hot meal served at noontime. The teacher remains with the children during lunch hour and supervises the activities.

There have been occasions in the past when a sole examiner and a single mental test determined the educational status of a child. The Green Bay plan concedes fallibility in both the test and the tester. Accordingly, no boy or girl is placed in the mentally retarded group until several mental tests given at various times by different people confirm such a move. Furthermore, enrollment in this department requires written recommendation of



The curriculum of the Development Class includes special handicraft projects. This group is inserting "insulation" in a miniature home which they designed.



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the principal and teachers who have worked with the child.

### In Conclusion

A program of education which is truly democratic presents a challenge to the procedures of organization and administration. Adjustments in curriculum, facilities, and staff are indispensable to any system which appreciates the variant instruction of handicapped as well as normal children, and slow as well as average and superior pupils. The resultant expenditures become justifiable when calculated in terms of educational gain.

### FINANCE

♦ Saginaw, Mich. The school board has adopted a budget of \$1,820,522 for 1941, which is an increase of \$80,000 over the year 1940. Of the

increase, \$77,000 has been appropriated for salary increases for teachers.

♦ Blue Island, Ill. The community high school board has voted to increase the educational tax from \$1 to \$1.50.

♦ Stanford, Conn. The school board has approved a budget of \$1,558,353 for the year 1941. The budget includes provisions for the full restoration of salaries of teachers and school employees.

♦ Peoria, Ill. The school board has prepared a budget, calling for \$1,799,600 for the year 1941. The budget provides \$511,500 for the building fund.

♦ Helena, Mont. The school board of Dist. No. 1 has completed arrangements for the refunding of outstanding issues of school bonds. The refunding measure is expected to effect a saving of \$10,000 in school debt service.

♦ Excelsior Springs, Mo. The school board has voted to cut the school tax levy another 5 cents, which means a reduction of 20 cents in four years.

## Practical Math Texts for National Defense Classes

### SHOP MATHEMATICS

By C. A. FELKER

"SHOP MATHEMATICS by C. A. Felker seems to solve the text book problem of vocational schools and vocational departments of general high schools. . . . Throughout the book shop mathematics is tied up with shop practice by means of practice material, questions on shop practice and descriptive material. . . . All explanations are clear, definite, practical, and the illustrative problems are solved in detail.

"It is a timely text which should prove very useful not only to high school mathematics teachers and pupils but also to those who are preparing workers for the national defense jobs."—*School Science and Mathematics*—John P. Alvir. \$2.20

### APPLIED MATHEMATICS

(For Boys)

By JAMES F. JOHNSON

"An exceptionally well-arranged text to give students in junior high, senior high, part-time and full-time vocational schools, and trade apprentices a thorough understanding of the practical application of elementary mathematics to the everyday problems met in business, industry and in the trades."—*Industrial Arts and Vocational Education*. \$1.60

### APPLIED MATHEMATICS FOR GIRLS

By NETTIE STEWART DAVIS

"After treating the fundamentals of arithmetic in a very practical manner, Mrs. Davis proceeds to show the practical application of mathematics to graphs, payrolls, problems connected with sewing, buying, public utilities, budgets, food, improvement of the house, taxes, insurance, postal service, banking, as well as several practical problems in algebra, geometry and ratio and proportion. . . . This book should find ready use in all types of classes for girls and women."—*A.V.A. Journal and News Bulletin*. \$1.40

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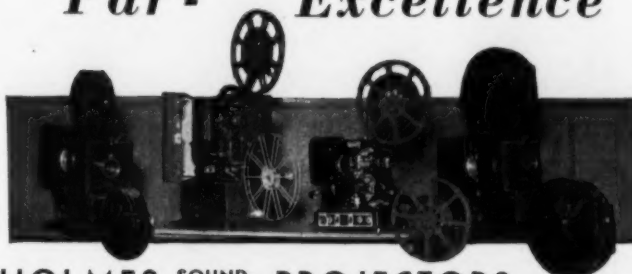
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*New Books*

**Christopher Columbus**

By Daniel Sargent. Cloth, 214 pages. Price, \$2.50. Bruce Publishing Company, Milwaukee, Wis.

In the quality of men who discovered our continent, brought civilization to it, and founded and built our nation we seem to have been singularly blessed. However, we tend to take this fact for granted and look on these men in a purely historical light, making statues of them as it were instead of constantly focusing attention on their human excellences.

So far as Columbus is concerned, every American is familiar with the important historical facts associated with his name. They know Columbus, the explorer, and the year 1492. How many know Columbus, the man, and the world in which he lived?

The purpose of this book is to describe the great human drama of the life of Columbus. It fills in the gaps between his well-known disappointments and successes with countless interesting details to give the complete story of the real man.

**Modern-Life Speller Work Book**

Fourth grade. By Fred C. Ayer, E. E. Oberholtzer, and Clifford Woody. Paper, 110 pages. World Book Company, Yonkers, N. Y.

This spelling workbook, the third of a series of seven, represents a splendid synthesis of all the recent research in the field of spelling instruction. While the average teacher may most appreciate the fact that the book provides an almost fool-proof routine of activities for pretesting, learning, testing, use of words in special activities, reviewing, and finally clinching each week's work, the school executive will welcome such features as the enrichment of the basic word lists, the schemes for meeting the needs of less able chil-

dren, the plans for motivation and self-activity, and the unification of spelling with other language skills. The book includes the first of the "little" dictionaries which enable children to further study each word in its meaning, pronunciation, and common use.

**Schoolmaster of Yesterday**

By Millard Sillmore Kennedy, in collaboration with Alvin F. Harlow. Cloth, viii-359 pages. Price, \$2.75. McGraw-Hill Book Company, New York, N. Y.

Three Kennedys—grandson, son, father—taught in Indiana country schools, and their modest story of a valuable service in the education of sturdy American farmer boys and girls is told in this book. History and biography are here blended in an unforgettable picture of American life from the very simple beginnings of a pioneer neighborhood in 1820 to a modern farm community of 1919 when Millard Kennedy dismissed his little flock for the last time. To the reviewer the most remarkable feature of the book was not the vast story of change and progress in the school and in the life of the rural people, but the sincerity and earnest efficiency of these teachers—and above all—their high moral and religious ideals, all of which they sought to convey to their charges.

**Critical Reading Comprehension in the Intermediate Grades**

By Roma Gans, Ph.D. Cloth, 135 pages. Price, \$1.85. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This book presents a study of the reference reading ability of a group of intermediate grade pupils.

The author points out that reading comprehension of the type required in reference reading demands the composite ability of understanding the problem under consideration, remembering it while reading, and selecting or rejecting content on the basis of its relevancy and authenticity.

Implications for methods of teaching reading, and materials are given.

**South American Hand Book**

Edited by Howell Davies. Cloth, 663 pages. Price, \$1. H. W. Wilson Company, New York, N. Y.

This is the standard guide to the countries, products, and resources of Latin America, including South and Central America, Mexico, and Cuba. It is the most valuable available reference work.

**General Business**

By Ernest H. Crabbe and Paul L. Salsgiver. Cloth, 726 pages. South-Western Publishing Company, Cincinnati, Ohio.

This fourth revision of a popular text for high school classes takes up the fundamental business activities common to manufacturing and trade. The point of view is that of (a) the person entering a job for the first time, and (b) the average American citizen who in his personal life must deal with business people as a consumer, as a member of a family, and as a citizen of a business community.

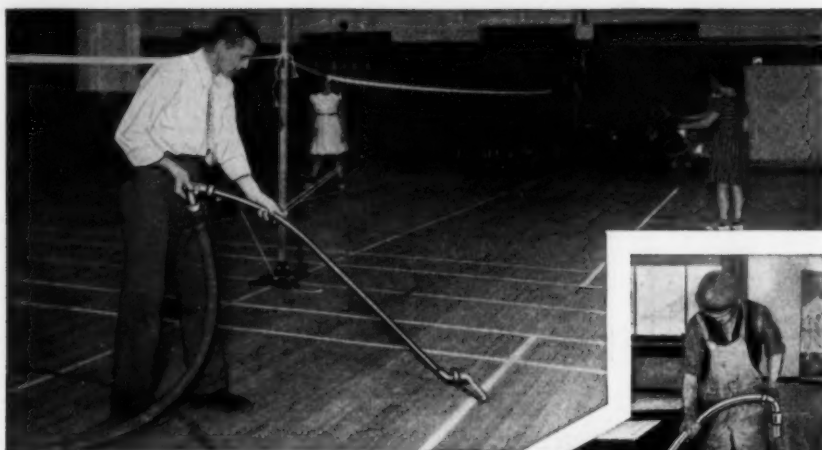
The authors rightly hold that most business transactions involve thinking and action in terms of dollars and cents and in quantities of goods and services. They therefore, illustrate most of the topics discussed with arithmetical problems to be solved. Practical business wisdom is illustrated in activities, projects, and tests of business understanding. The entire trend of the study aids at the end of each chapter leans toward the development of frugal and wise management of personal affairs, and the setting up of reasonable profit in selling and service to consumers.

In so comprehensive a book it is inevitable that some points of view should be inaccurate. Thus, a credit union is not primarily a means of setting up savings accounts; it is a most economical means of borrowing funds for provident purposes. Books constitute an important special class of mail matter at a special flat rate. The making and study of a personal budget would seem to be more useful than a club budget. The arguments for and against home ownership are so objective that the net results seem to oppose one of the best social stabilizing forces of a democracy. The argument for standards of personal business conduct seem to overlook the forces and motives which lie much deeper than purely social origins and social approval. The book is well illustrated.

**Twentieth Century Bookkeeping and Accounting**

By Paul A. Carlson, Alva L. Prickett, and Hamden L. Forkner. Cloth, x-532 pages. Price, \$1.20. South-Western Publishing Company, Cincinnati, Ohio.

This is the eighteenth edition, completely revised, of a



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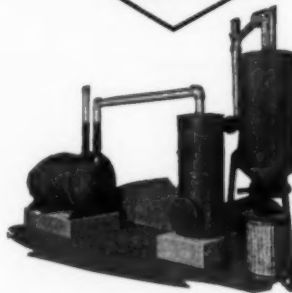
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book which has been popular for many years. As a second-year course, it emphasizes particularly partnership and corporation accounting, purchase, sales, and manufacturing accounting, and the difficult problems of adjustment of accounts and analysis of accounting reports. A vast amount of supplementary exercises taken from practical present-day business situations is included.

### The Art Class in Action

By Joicey M. Horne. Cloth, 135 pages. Price, \$2. Longmans, Green & Company, New York, N. Y.

The book provides a wide variety of suitable media and processes to help children express their own ideas in their own way.

Part I, General Information for the Teacher, is planned to orient the teacher in the work. Part II, A Variety of Activities, and Part III, Activities for Special Days, contain a carefully planned art course, the material of which will be found simple enough for the first grade, and sufficiently advanced for older and unusually gifted children.

Because supplies may be limited in some schools, the

author, working on the assumption that lack of money is a poor excuse for a lack of variety in school art, has made a special effort to suggest cheap or scrap materials that may be used.

### Health Secrets

By W. W. Charters, Dean F. Smiley, and Ruth M. Strang. Cloth, 242 pages. Price, 76 cents. The Macmillan Company, New York, N. Y.

A health text for third graders.

### Exploring the Jungle

By Jobesse McElveen Waldeck. Cloth, 56 pages. Price, 32 cents. D. C. Heath and Company, Boston, Mass.

This book is fourth in degree of difficulty of the eight books of the New World Neighbor series.

The book describes the preparations and discoveries of an expedition into British Guiana made by the authoress and her husband.

Like the other books of the series, ample illustrations are given, some of them in color, to make these experiences as real as possible.

### Edra of the Islands

By Marjorie Medrary. Cloth, 280 pages. Price, \$2. Longmans, Green and Co., New York, N. Y.

Looking forward to an isolated life on her own small island, Edra realized that all her plans and dreams could never come true unless she attempted to leave. With the consent of her father she accepted a job as waitress at a summer hotel.

Among the adventures of meeting all the new guests, solving the mysterious message found in a bottle along the shore, and the offer to finish high school in the city, the summer proved to be very worth while.

The author gives a realistic picture of the life and surroundings of the islands along the coast of Nova Scotia. Girls will especially enjoy this entertaining and engaging story.

### State Leadership in Improving Instruction

By William M. Alexander. Cloth, 193 pages. Price, \$2.10. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This doctoral dissertation sets up the thesis that every state needs in the state education department active non-regulatory leadership service of local school enterprises. The study defines the characteristics of such service, suggests personnel to carry it on, and analyzes the programs developed in Louisiana, Tennessee, and Virginia.

### Luck of Scotland

By Ivy Bolton. Cloth, x-229 pages. Price, \$2. Longmans, Green & Company, New York, N. Y.

A story of Conrad, the minstrel, and "her" adventures in serving Bruce, of Scotland. A well-authenticated historical novel, full of excitement and of interest to boys and girls in their early teens.

### Helping Youth to Grow

By Rev. Joseph G. Kempf. Cloth, xii, 204 pages. The Bruce Publishing Company, Milwaukee, Wis.

In this book a religious educator discusses the problems of understanding youth and of guiding them in their development toward adult life. The book is based on practical experiences and gives suggestions particularly for developing well-rounded personalities and for handling such problems as pilfering and cheating, relations with the other sex, and the choice of a lifework.

### Education on an International Scale

By George W. Gray. Cloth, 114 pages. Price, \$2. Harcourt, Brace & Company, New York, N. Y.

This book tells the story of the International Education Board (1923-38) describing how this foundation, with the leadership of Wickliffe Rose and the support of Mr. John D. Rockefeller, Jr., in the 15 years of its existence spent millions of dollars for the promotion and advancement of education throughout the world.

The work of the foundation includes the appropriation of six million dollars for the construction of the 200-in. telescope by the California Institute of Technology. It built schools and laboratories, financed research, and provided equipment, not only in the United States but in Denmark, Britain, Italy, and Egypt, and in other parts of the world where there were worth-while projects to be done and men of ability to do them.

In the introduction of the book Raymond B. Fosdick makes a very important point when he says that, as one views the wreckage of the past decade, one wonders if there is not required something more fundamental than knowledge, something that must be combined with knowledge, to cure the ills of a very sick society.

### Community Contacts and Participation of Teachers

By Florence Greenhoe. Paper, 91 pages. Price, \$1.50. American Council on Public Affairs, Washington, D. C.

It is recognized that a teacher's community contacts are of three major types, (1) professional, (2) citizenship activities, and (3) leisure-time pursuits. This report presents the results of a study limited almost entirely to the last of these areas, though some attention has been directed to the first two activities.

The report presents the findings in a survey of 9122 public school teachers selected with such care as the resources permitted. In addition, correlative data was obtained from 356 school-board members, 2095 lay persons, and 3054 teachers-in-training. It is pointed out that the study has implications for the improvement of school and community relations. School boards, in their rules, often go beyond the need of selecting mentors and guides for children, for they forbid to teachers various kinds of nonschool activities which are practiced by the best families and which are in no way destructive of personality or character. The point is made that teachers outside of school are citizens, and as such are entitled to the freedom of citizens. It is suggested that a study be made of community contacts of teachers in the "community" schools and that an investigation be made of the community backgrounds of students who plan to enter teaching. Such studies, it is pointed out, would throw light on the understandings and attitudes of young people toward their own, and other communities.

### The School Teacher's Day in Court

Paper, mimeographed, 20 pages. Compiled and issued by the Research Division of the National Education Association, Washington, D. C.

A summary of litigation affecting teachers personally. Cases in state courts during 1941 are summarized.



## Publications of Interest to School-Business Executives

### Two Hundred Ways to Control Food Costs

By J. O. Dahl. Cloth, 191 pages. Price, \$1. The Dahls, Stamford, Conn.

The present book is a result of wide experience and competent observation, and condenses within very brief space, numerous suggestions for economical purchasing of food materials, improved methods of controlling their preparation and serving, and directions for figuring costs and fixing prices.

The book is one of those *must* references which school-business executives should have available for quick and constant reference.

### Specifications for School Supplies for the Year 1941

Paper, 26 pages. Published by the board of education at Grand Rapids, Mich.

A bidder's proposal sheet to be used as a guide in listing bids on school supplies. It includes full information about the contract, substitute bids, samples, delivery, and payment.

### Standards for Dip Tanks

Paper, 24 pages. Published by the National Board of Fire Underwriters, 85 John St., New York, N. Y.

A bulletin containing rules and regulations for the use and care of dip tanks, including hardening and tempering tanks, and flow coat work, approved by the National Fire Protection Association.

### What Is Happening to College and University Investments and Income?

By J. Harvey Cain. Paper, 44 pages. American Council on Education, Washington, D. C.

A report of the situation in 120 universities and colleges, it suggests the constant need of adjusting investment policies to financial conditions.

### Simplified Practice Recommendation for Structural Insulating Board

Issued by Division of Simplified Practice, National Bureau of Standards, Washington, D. C.

The Insulation Board Institute, representing manufacturers and distributors of the vegetable fiber type of structural insulating board, has prepared a recommendation for structural insulating board, which has been approved by the National Bureau of Standards. The recommendation sets not only the sizes and thicknesses but also the treatment of corners for various structural insulating-board products.

The new standard will be found useful by school-business executives in connection with the construction of new school buildings, and by architects, building contractors, and others concerned with building operations.

### A Study of Chalkboard Visibility

By W. G. Darley and L. S. Ickis. Paper, 13 pages. Reprinted from Illuminating Engineering.

This is a report of the findings in a study of over 2000 relative visibility measurements, made by means of the Luckiesh-Moss Visibility Meter. The data indicate a real need for supplementary lighting of chalkboards in classrooms.

The study substantiates the contention that high contrast is necessary in order to obtain good visibility. No attempt has been made to evaluate color contrast on a quantitative scale, nor to present introspective discussions on the psychological and physiological effect of the color of walls within the line of vision of the students. The study indicates that under normal classroom conditions on bright clear days with balanced artificial lighting the visibility of written words on the chalkboards averages about 50 per cent of maximum (PMV). The need for supplementary chalkboard lighting in the average classroom is readily apparent.

**Standards of the National Board of Fire Underwriters for Water Spray Nozzles and Extinguishing Systems**  
Paper, 12 pages. Pamphlet No. 15, April, 1941. National Board of Fire Underwriters, 85 John St., New York, N. Y.

Specifications for portable hose and spray-type nozzles, for fixed nozzle systems, for electrical hazards, and control of water supply.

### Fire Defense Programs

Paper, 11 pages. Price, 10 cents. The National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

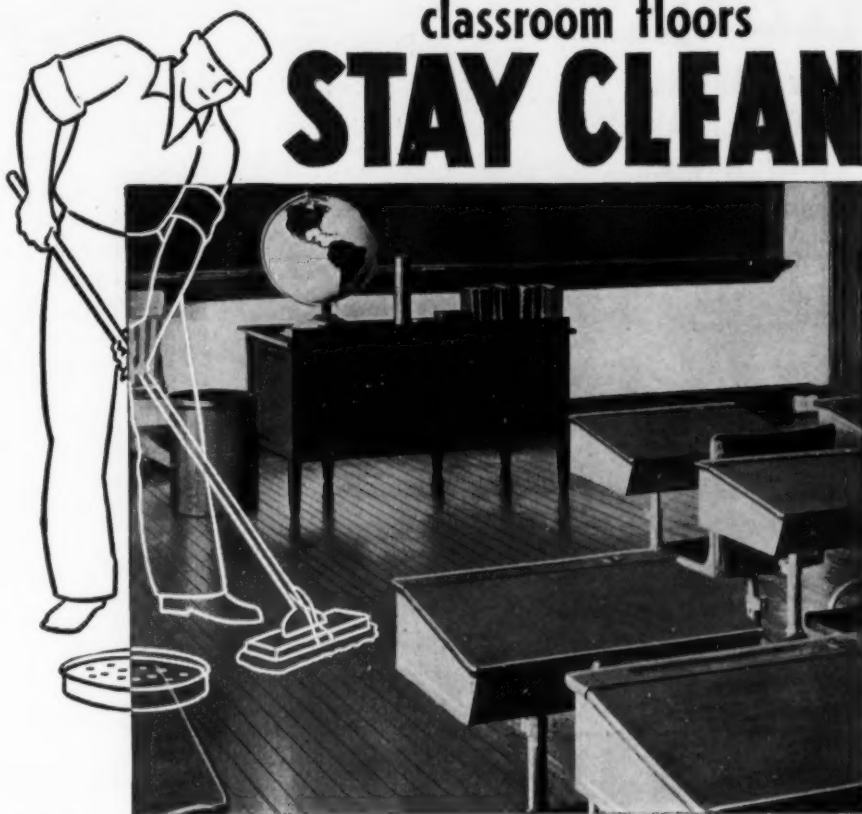
A report containing suggestions for defense councils and committees, and listing facilities for fire protection.

**School Costs and State Expenditures, 1930-1939**  
Bulletin No. 3, May, 1941. Published by the Research Division of the National Education Association, Washington, D. C.

The present report is a study of the costs of the schools during the period from 1930 to 1939. In 20 of 42 state areas did the relative proportion of total state expenditures allotted to schools show gains. The states most in need of federal aid made special efforts to provide more state funds for schools.

Not only did the total cost of state government rise during the past decade, but the states generally were spending more for educational purposes at the end of

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this period than at the beginning. All except three states listed provided larger amounts for state support of elementary and secondary schools in the later years than in the earlier years for which expenditures are reported.

A total of 17 states were reported as higher in relative state support of the schools in the latest year for which information was collected. There were 24 states in which the relative state support of the schools was lower in the most recent year reported.

During the period, the proportion of those costs represented by state elementary and secondary school expenditures declined in more than one half of the states. The decline was greatest among the states of the northeastern and northwestern sections of the country, those regions which possess high economic resources.

It may be assumed that an increase in the proportion of the total state expenditures devoted to schools by the poorer states and a decrease in that proportion of expenditures in the wealthier states may have a leveling effect upon school programs throughout the country. Statistics prove that the range in the cost of elementary and secondary school programs per pupil enrolled was still great in 1938, although somewhat less wide than it was in 1930.

### Statistics of City School Systems, 1937-38

By Lester B. Herlihy, W. S. Deffenbaugh, and Timon Covert. Paper, 358 pages. Bulletin No. 2, Chap. III, 1940. The Federal Security Agency of the United States Office of Education, Washington, D. C.

This report gives the statistics of city school systems in the four principal population groups, concerning attendance, school staffs, teachers' salaries, school terms, city school revenues, city school expenditures, school buildings and school property, bonded indebtedness, assessed valuation, summer schools, and night schools.

### Court Decisions on Teacher Tenure

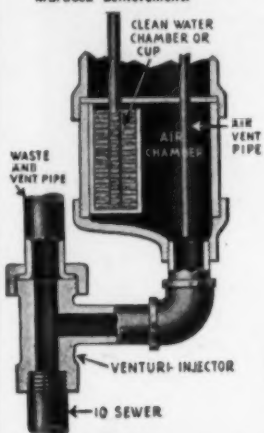
Paper, 31 pages. Price, 25 cents. Published by the Educational Research Service, National Education Association, Washington, D. C.

This is the seventh summary of appellate court decisions on teacher tenure covering the year 1940. Of the total of 82 cases, 17 related to the status of permanent teachers. Two instances involved the question of rank. Due to recent legislation requiring physical examinations of teachers there is reason to believe that cases involving the dismissal of teachers for physical defects and illness will be more frequent. The committee on tenure is making a study of the problem and will present its report during the next year.

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ter supply in an Out-  
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## School Law

### Teachers

One who was occupied in educational research during practically all of nine years, did no classroom teaching, and held no credentials or certification authorizing him to teach, did not acquire permanent tenure even as a classroom teacher. Calif. school code, §§ 5,500, 5,502, 5,770 et seq.—*Brintle v. Board of Education of City of Long Beach*, 110 Pacific reporter 2d 440, Calif. App.

The Louisiana teachers' tenure act deprives the school boards of discretionary powers they formerly had to discharge a teacher at will or at least for any reason in the board's discretion if deemed for the best interests of the school. La. act No. 58 of 1936.—*Kennington v. Red River Parish School Board*, 200 Southern reporter 514, La. App.

Under the Tennessee general statute specifying the grounds on which a teacher may be dismissed, which grounds do not include marriage, the county board of Knox County was without authority to adopt a resolution providing that a teacher should lose her position on marriage. Tenn. code, 1932, § 2325 (10).—*Knox County v. State ex rel. Nighbert*, 147 Southwestern reporter 2d 100, Tenn.

The teachers' tenure act of Louisiana grants to the courts the right to inquire into the actions of the school board to determine if reasons assigned for the discharge of a teacher were valid ones. La. act No. 58 of 1936.—*Kennington v. Red River Parish School Board*, 200 Southern reporter 514, La. App.

A resolution of the board of education of the city of Trenton which, for purposes of saving money for taxpayers, sought to compel tenure teachers in the Trenton school system to accept increments for the school years 1938-39 and 1939-40 in lieu of complete restoration of con-

tractual salaries for the school years 1937-38 and 1938-39 was unauthorized.—*Board of Education of City of Trenton v. State Board of Education*, 17 Atlantic reporter 2d 817, 125, N. J. L. 611, N. J. Sup.

### Creation of School Districts

A "compact school district" within the Illinois statute authorizing the organization of high school districts composed of contiguous and compact territory is one so closely united and so nearly adjacent to the building that all the students residing in the district may conveniently travel from their homes to the school building and return the same day in a reasonable length of time and in a reasonable degree of comfort. Smith-Hurd statistics c. 122, § 97.—*People ex rel. Frailey v. McNeely*, 32 Northeastern reporter 2d 608, 376 Ill. 64.

### School District Government

A school board is a "deliberative body," every member of which is entitled to be present at every meeting to counsel and advise on any action which the board is required or authorized by law to take, and hence some definite requirement of notice for the convening of school-board meetings is essential.—*Elsemore v. Inhabitants of Town of Hancock*, 18 Pacific reporter 2d 692, Me.

### School District Property

Where a contract with the board of education for the erection of an addition to a school building provided that the contractor should pay the subcontractors, and the condition of the public construction bond given to the board was that the contractor should faithfully perform the contract and pay the obligee all damages sustained by reason of any default of the contractor, and the principal contract was made part of the bond, the payment of the subcontractor's claim was within the guaranty of the bond, in view of the Illinois statute requiring public bodies and officials in making contracts for public work to

see that the bonds are furnished by the contractors which will protect materialmen and subcontractors. Smith-Hurd statistics, c. 29 §§ 15, 16.—*Fodge v. Board of Education of Village of Oak Park, Dist. No. 97*, 32 Northeastern reporter 2d 650, 309 Ill. App. 109; *Fodge v. Board of Education of Village of Oak Park, Dist. No. 97*, 32 Northeastern reporter 2d 659, first case, 309 Ill. App. 137; *Fodge v. Board of Education of Village of Oak Park, Dist. No. 97*, 32 Northeastern reporter 2d 659, second case, 309 Ill. App. 137.

School authorities must supervise at all times the conduct of children on the school grounds and must enforce such rules and regulations as are necessary to their protection.—*Taylor v. Oakland Scavenger Co.*, 110 Pacific reporter 2d 1044, prior opinion 103 Pacific reporter 2d 605, Calif.

A school district is liable for injuries resulting from the failure of officers and employees to use ordinary care in supervising the conduct of children on the school grounds and enforcing rules and regulations necessary for the protection of school children.—*Taylor v. Oakland Scavenger Co.*, 110 Pacific reporter 2d 1044, prior opinion 103 Pacific reporter 2d 605, Calif.

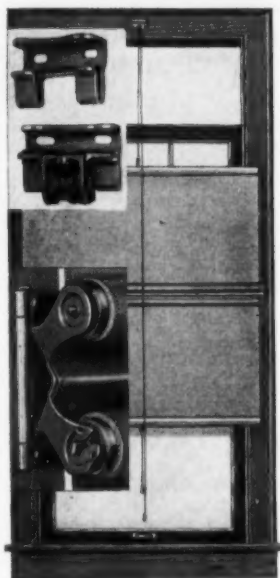
The New York statute making it the duty of certain boards of education to save harmless all teachers and members of the supervisory and administrative staff from any claims for accidental bodily injuries, does not create a new cause of action in favor of an injured person, but is only a statute of "indemnification." N. Y. Education Law, § 569 (a).—*Massilian v. Board of Education of School Dist. of City of Niagara Falls*, 25 N. Y. S. 2d 978, 261, N. Y. App. Div. 428.

### School District Taxation

Under the Mississippi statute expressly requiring that a contract for the transportation of pupils be in writing, certificates issued to a carrier whose contracts are not in writing are invalid. Miss. code of 1930, § 6639(a).—*Gordon v. Trustees of Tuscumbia School Dist.*, 1 Southern reporter 2d 234, Miss.



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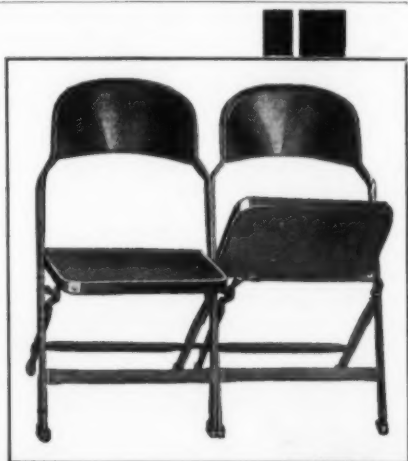
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## School Board News

♦ Chicago, Ill. The board of education has called for payment of tax-anticipation warrants against the 1940 tax levy totaling \$2,578,932.

♦ Boston, Mass. The 1941 budget of the school board calls for \$15,449,463. This is a reduction of \$213,029 from the estimate of 1940. The new budget represents cuts in teachers' salaries and supplies and equipment amounting to \$130,000 and will mean a 30-cent reduction in tax rates.

♦ Stamford, Conn. The school board has approved a budget of \$1,558,353 for the year 1941. The budget includes an appropriation of \$98,885 for repairs to buildings, and \$10,000 for painting in the high school.

♦ New York, N. Y. The school board has decided to dispense with the services of 1400 substitute teachers next year, to offset a greatly reduced school budget. Under the plan, almost no positions will be available in the elementary grades, a few will be employed in the junior high schools, and only one third of the secondary school substitutes will find employment in the senior high schools. It is expected that the reduction will effect a saving of \$2,000,000.

♦ Knoxville, Tenn. The school board is considering a survey of the city schools, to be conducted by a member of the faculty of the Peabody College for Teachers.

♦ Minneapolis, Minn. The board of education has proposed a new policy of printing lists of high school graduates in the board's own shop, to prevent "bootlegging" of lists at high prices to commercial establishments, business colleges, and other agencies.

♦ Pontiac, Mich. The school board has voted to put the first- and second-grade classes of the elementary schools on a full-time basis, beginning with the fall term in September. The action of

the board will make necessary the addition of 30 new teachers.

♦ Albia, Iowa. The school board has voted to cooperate with the county WPA in conducting a summer playground program. The playground committee has obtained use of four school grounds for this program.

♦ The county school board of Lowndes County, Ga., has voted to provide increased housing facilities to take care of an expected increase in enrollment due to the establishment of an airplane base in the vicinity.

♦ The school board of Worcester, Mass., has

decided to abandon a proposed plan to replace the present semiannual promotion plan with an annual promotion system.

♦ Newton, Mass. The school board has effected a saving of \$8,814 in its salary account to date this year, by leaving unfilled vacancies in the teaching staff. The surplus has resulted from absorption of positions, changes in assignments, and substitution of teachers.

♦ Needham, Mass. The board of education has established a school health council, consisting of board of health members, school physicians, school nurse, and other members of the staff. The



Perry, Oklahoma, Board of Education in Session.

Left to right: Sherman Krisher; C. T. Bobbitt; W. B. Ringler, vice-president; Gus P. Scholz; Robert Wilson, retiring treasurer; John Mugler, clerk; Dr. C. H. Cooke, president.  
Mr. Scholz has assumed the position of treasurer.

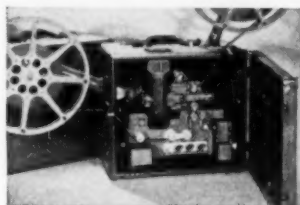


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establishment of the council followed a health survey, begun last year by members of the staff of the state department of health, under the direction of Dr. Fredrika Moore.

♦ Kansas City, Mo. The school board has approved a 10-month school term for the year 1941. It was voted to add an eighth grade to the elementary schools, beginning with the year 1942.

♦ Cedar Rapids, Iowa. The finance committee of the board has authorized the school treasurer to invest \$4,848 of the permanent pension fund in United States bonds, and \$25,000 from the sinking fund, with interest at 2½ per cent.

♦ South Kingston, R. I. The school board has approved plans for a survey of the town's school facilities under the direction of Dr. N. L. Engelhardt and Dr. Paul R. Mort.

♦ Portsmouth, N. H. Plans have been started for the arrangement of a commercial program for the city schools. A lay advisory committee has been formed to have charge of the work.

♦ Grand Rapids, Mich. The board of education has approved immediate increases in pay for school employees in the lower-salaried bracket of maintenance and custodial positions.

Under the new schedule, male janitors have been given increases from \$23 to \$25 per week, and women custodians have been raised from \$19.75 to \$22 per week. The increases are effective for the remainder of the fiscal year ending June 30. A revision of the entire salary schedule for the school system will be undertaken during the next few months.

♦ Ashland, Wis. The school board has entered into a working agreement with the janitors for the operation of a new wage schedule. All janitors will be given five days a year sick leave. It will be cumulative and will be similar to the agreement now held by the teachers.

♦ The Supreme Court of New Hampshire has ruled against the school authorities of Nashua in a flag case. Three children refused to salute the flag on religious grounds, being members of the Witnesses of Jehovah. The board ruled that the

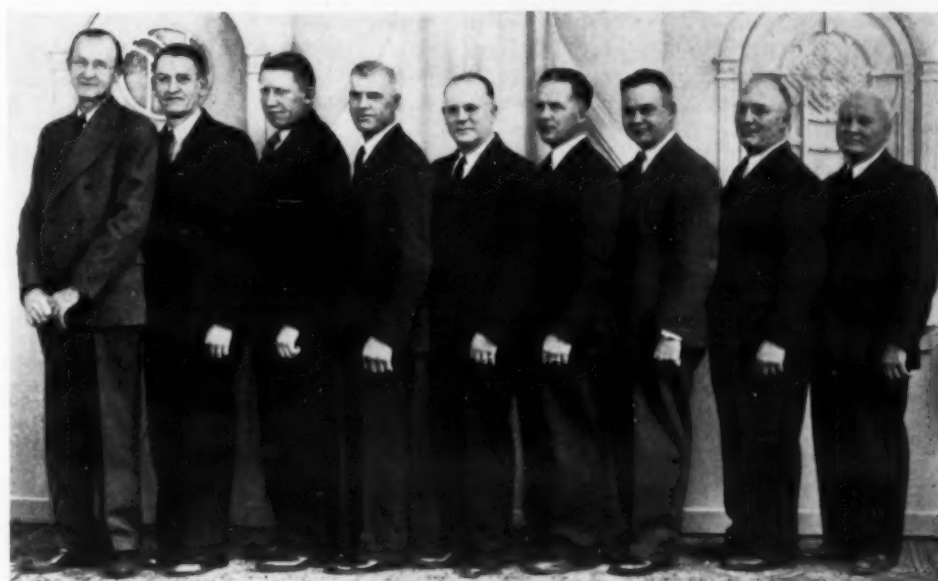
children either salute the flag or go to the reform school. The court decided against this ruling.

♦ Syracuse, N. Y. The school board has adopted a new rule that no information pertaining to the school system may be given out to any person, except with the approval of Supt. G. Carl Alverson.

♦ Greenfield, Mass. The school board has been asked to approve a suggestion that the adult

machine vocational classes be extended through the summer. Two night classes will be conducted for 12 weeks, beginning June 9. A third class will be operated for 11 weeks during the summer.

♦ La Crosse, Wis. The school board has approved a plan, calling for the compulsory retirement of teachers, beginning with June, 1943. All teachers will automatically be retired upon reaching the age of 65.



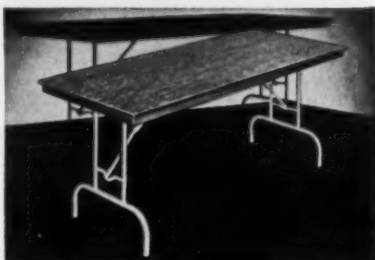
Board of Education, Oconto, Wisconsin.

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### TEACHERS OR WARRIORS?

Under the above title, the *London Times Educational Supplement* objects to the withdrawal of male teachers from the school system for army service. In doing so it merely repeats the objection of the Board of Education, which is the British national authority, against the withdrawal of men teachers between the ages of 30 and 35. In discussing the problem, the editor writes:

"What does the country stand to lose if these men are withdrawn? Much of the very cream of the teaching profession. The men who, with eight to a dozen years of experience behind them, should be right on top of their form. As men dealing with boys they should combine the best of the two worlds of youth and age; be still young enough to be boys with their boys, both mentally and physically, yet old enough to have acquired a full sense of responsibility and considerable maturity of judgment. As teachers they should have acquired a sure and firm touch; and their work should display energy and enthusiasm, character and technique. It is not, of course, claimed that all men in this group reveal these qualities, or that the qualities are exclusive to this group; but it can be unquestionably maintained that this age group exhibits them in greater proportion to its numbers and in richer growth than any other. As a generalization it is safe to say that a large number of the best teachers as such, the finest disciplinarians (in the true sense of that word), the hardest workers, and the most real friends to boys are to be found in the 30-35 age group. These men are the backbone of a school staff, the mind and soul of school societies and out-of-school activities, the able lieutenants if not the leaders in educational experiments, and the most industrious students of educational theory and practice. To take them out of the education system is equivalent to taking the lynch-pin out of a wheel.

"It will be denied by no one that in present

circumstances the children and young people of this country need and must have very special care and handling. It is agreed by almost every one, and certainly by the Government, that the teachers as a body have risen magnificently to all demands—whether strictly educational or extraneous to their proper task—that have been made upon them. It has been publicly proclaimed on many occasions by the President of the Board of Education and other members of the Government, that it is due to the teachers and the staffs of the local education authorities (for whom also the age of reservation is similarly raised) that the educational system of this country has been held together during a period of unexampled strain. That task—a front-line one in not a few instances—has called for courage, resolution, initiative, persistence, physical and mental strength, and—what has knitted the whole together—professional experience. No amateurs, however eager, could have performed it, nor the elderly in the profession alone. The spearhead, the dynamic, in the attack upon the problems created by evacuation and air raids has been supplied by the young middle-aged men and women teachers, and the maintenance of an efficient educational system cannot be guaranteed if, as is proposed, a section of the ablest be withdrawn. The places of these men can be filled; dugouts and auxiliaries can doubtless be found. That was done during the 1914-18 War—and all who returned to teaching after the Armistice, or had sons or younger brothers at school during the later years of the war, or were themselves under tutelage at the time, will recall the ghastly consequences of that policy. 'Mr. Chips' is an endearing figure in fiction or on the films; in real life, when summoned from retirement, he proves only too often a doddering ancient in whose feeble reign discipline disappears and knowledge never comes. Nor can women teachers as substitutes fill the bill; with the younger children they are unrivalled, with boys between eight and fourteen

or fifteen they are rarely a success. Male nature at these ages cries out for maleness, and is instinctively antagonistic to femininity.

"The lessons of the last War cannot with impunity be ignored. Already the shadow of a rising wave of juvenile delinquency—a boys' disease—falls darkly over this country: certain sign of loosening of that firm and wise control which boys need as they need food and sunlight. Relax that control yet a little more and it is lost altogether; take from the schools the education departments, and the service of youth just those men who on the whole can and do exercise it most wisely, and a deadly blow is dealt at the generation which will have to support the labour of reconstruction, if not to endure the 'blood, tears, toil, and sweat' of the later, most desperate years of war. The education services have already proved their ability, in face of every difficulty, to safeguard and care for the children of school age; the least that should be granted to them is the opportunity to continue this essential form of national service. The argument becomes most cogent when it touches an age group which can be shown to be making a particularly vital contribution to the education of the country's children, and which would make a relatively slight one to the armed forces. It would best serve the country's interests to regard every male teacher in this age group, unless there could be cause shown why he should not be so regarded, as a key man."

### 1942 CONVENTION OF THE NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS TO SAN FRANCISCO

The National Council of State School Boards Associations will meet in San Francisco in 1942. Officers of the National Council include Mrs. I. E. Porter, Bakersfield, president; W. A. Clifford, Mount Vernon, N. Y., secretary; Ira E. Garman, Bellwood, Ill.; R. M. J. Carson, Glens Falls, N. Y.; and Francis Brady, Providence, R. I.

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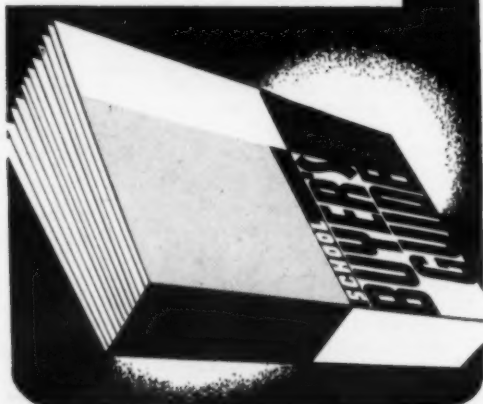
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## School Building News

### SCHOOLHOUSE COUNCIL TO MEET

The National Council on Schoolhouse Construction will hold its annual convention for 1941 at Virginia Beach, Va. The meetings which will be under the direction of President John W. Lewis, of Baltimore, will take place November 10-13. The sessions will be held in the Cavalier Hotel. It has been announced that the council will continue its work in the development of a Statement of Standard Practice in the Design and Construction of Elementary and Secondary School Buildings.

### THE BUILDING SITUATION IN CHICAGO

The Chicago public school plant is reported to be in better condition today than ever before in the history of the city. New buildings and additions have been constructed in recent years so that there is now very little seat shortage and a minimum of makeshift housing; the types of classroom have been carefully planned to serve a modern curriculum, and all school buildings have been cleaned, decorated, and made attractive for pupils and teachers.

The Bureau of Research and Building Survey, under the direction of Don C. Rogers, has issued a report, showing the progress and scope of the school-building situation in the city. During the school year 1939-40, a total of 32 school buildings and additions were constructed. Eight major building projects were completed, involving approximately \$5,000,000. In addition, sites were acquired for 10 other buildings.

Added to four stadiums now owned by the board, is one under construction at the Lane Technical High School providing, in addition to locker and shower rooms, two ROTC units for 2000 boys. Expansion of industrial-arts and home-arts laboratories is progressing, and plans have been started for the establishment of a laboratory of arts and industries for tenth-year students who have completed the ninth-year course, but who do not desire to pursue a course in one of the technical high schools.

The bureau is using a WPA spot map for determining the residential distribution in all of the public schools. The readjustment of school boundaries will eliminate the need for many building projects.

The planning and supervision of the building projects is being carried out under the direction of Don C. Rogers, director of the Bureau of Building Survey, and Thomas J. Higgins, assistant director of the bureau.

### BUILDING NEWS

♦ Burbank, Calif. The board of education and the business manager of the schools are faced with the problem of providing adequate school accommodations for the new children who will be enrolled during the next school year. A survey of school-building needs was conducted in 1937, under the direction of the University of Southern California. As a result of this survey, the school-housing needs were estimated for a period of approximately 10 years. In September, 1939, the citizens approved a program by passing a bond issue of \$985,000.

Since that time a new elementary school has been constructed, extensive additions have been made to several existing buildings, new shop buildings have been built, a home-economics building has been erected, and a girls' gymnasium has been completed.

With the enrollment continuing to increase, it is expected that the schools will again be crowded at the opening of the fall term in September. A careful study has been made of the areas in which the home building is the greatest, and the school board is making every effort to provide adequate facilities for the new school year.

♦ Dallas, Tex. The school board has received bids for the construction of the Technical High School addition, to cost \$250,000.

♦ Cypress, Tex. The school board has let the contract for the new high school in the Cypress-Fairbanks School District, to cost \$171,000.

♦ Davenport, Iowa. The school board has voted to dispose of all unused school buildings and sites. Bids have been received on a number of old properties. The board has decided to use the old Fillmore School as a workshop and store-room for the maintenance department. The change has been made because of a lack of space in the industrial-arts building.

♦ Corpus Christi, Tex. The citizens have approved a school-bond issue of \$500,000, the proceeds to be used for the construction of new buildings and for improvements to existing buildings.

♦ Milford, Conn. The board of education has recommended a building program to the officials and citizens, calling for the construction of a new high school, to cost \$482,000.



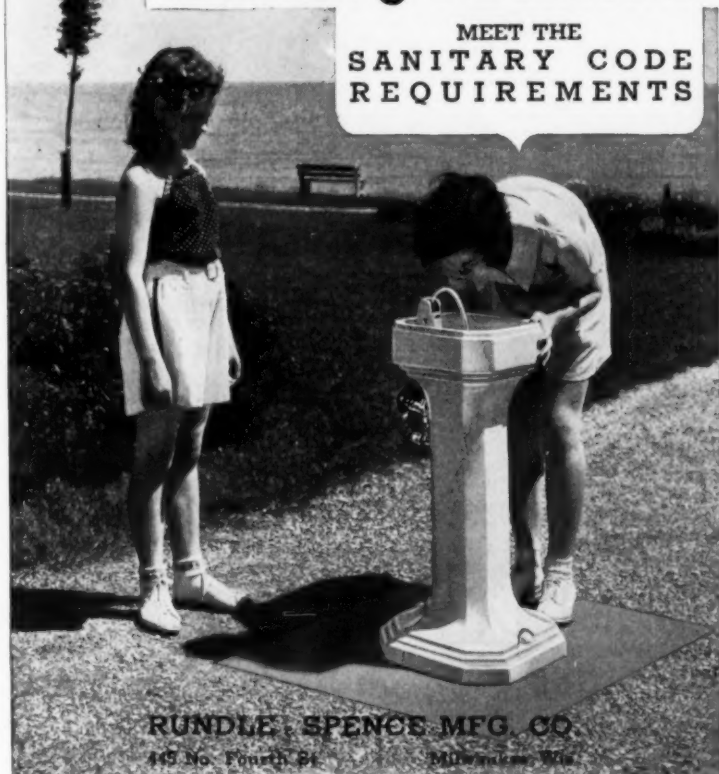
### STEEL SCHOOL BUSES SERVE LOUISIANA PARISH

This fleet of fine all-steel school buses represents 98 per cent of the buses operated by the Webster Parish School Board, Webster Parish, La., who must see that approximately 3000 children are safely transported from the various communities to the high schools in Minden, Springhill, Cotton Valley, Sarepta, Doyline, Shongaloo, Heflin, Evergreen, Dubberly, and Sibley. In the past two years, upon the recommendation of the school board, the school bus drivers of Webster Parish have replaced their wooden equipment with all-steel buses. These buses are equipped with every modern feature to safeguard the safety of the children. The organization of the "safety patrol" on each bus insures observance of all safety precaution. Mr. J. E. Pitcher, Minden, secretary and superintendent of schools, directs the operation of the bus fleet.



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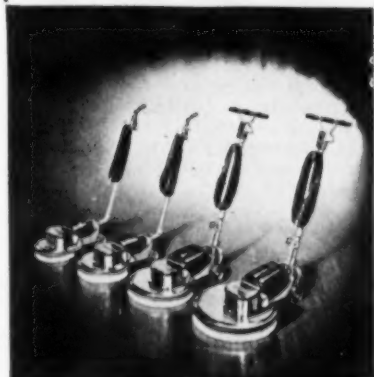
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## After The Meeting

### STORIES FOR SPEECHMAKERS The Leader Led

During the recent American Association of School Administrators' convention a speaker told this story apropos of certain school-board leadership:

A small boy was trying to lead a big dog up the sidewalk.

"Where are you going to take that dog, my little man?" asked a kindly pedestrian.

"I'm going to see where he wants to go first," was the breathless reply.

### The Meaning of Democracy

Hennessey and Murphy met one day and fell into conversation concerning the meaning of the word "Democracy."

"Sure," said Murphy, "and what does Democracy mean?"

"Oh," said Hennessey, "that means that one man is as good as another, and a dam sight better."

### Father's Name

Teacher (pointing to deer at the zoo): "Johnny, what is that?"

Johnny: "I don't know."

Teacher: "What does your mother call your father?"

Johnny: "Don't tell me that's a louse!"

### A BOARD MEMBER GIVES SOME INSTRUCTION

The chairman of the school board had for a number of weeks complained to the superintendent about the long outside assignments given by one of the elementary teachers in the local schools. Each time the chairman would mention this matter, the superintendent would set up some sort of defense of the teacher, and to himself and to the other board members on the side he would attribute various personal and other reasons for the seemingly unfair attitude toward the teacher.

One evening about 7 o'clock, the superintendent received a telephone call. The chairman of the board was on the telephone and asked if the superintendent could spend the evening at the school office. The superintendent agreed and went to his office. In due time the chairman of the board appeared with two mathematics books under his arm. He explained that he wanted each of them to work out homework in arithmetic as assigned by the teacher in question.

At midnight they were both still busy working on the problems. Shortly, thereafter, the chairman finished and a few minutes later the superintendent concluded his work. He took out his watch and said—"it only took us four hours and twenty minutes"—picked up his books and said good night.

Needless to say—the next day the superintendent saw the teacher.—*Hal Adams.*



Playing Safe

Teacher: "Which hand is the Statue of Liberty holding over her head?"

Pupil: "The one with the torch."—*Washington Post.*

## School Buyers' News

### New Film on Electron Microscope

The story of one of the most talked about scientific developments in recent years, the Electron Microscope, is being told with intense dramatic effect in a new one-reel, sound-motion picture, which is available to schools and educational institutions.

The film, "Unseen Worlds," is sponsored by the Radio Corporation of America and the RCA Mfg. Company, Camden, N. J., and is available to schools free of charge.

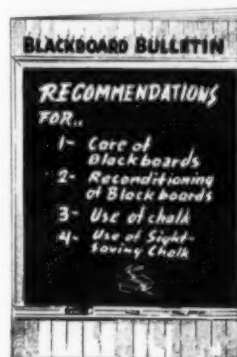
### Issue Booklet on Sound System

The RCA Mfg. Company, Inc., Camden, N. J., has issued a new booklet, "Victor School Sound System," which illustrates the variety of uses of the sound system in the public school. The pictures show how it lightens administrative burdens, increases the effectiveness of instruction, enriches the curriculum, aids extracurricular activities, and meets a timely need in cases of emergency.

### Blackboard Bulletin Recommendations

How do you break in a new blackboard? What is the best routine method of caring for writing boards? How can slate blackboards be restored to their original condition of usefulness?

The New Blackboard Bulletin offers practical recommendations for caring for writing boards.



These pertinent questions are fully answered in the American Crayon Company's latest booklet. Additional valuable recommendations suggest the use of dustless and soft crayons and new types of sight-saving chalks.

No school office can get along without this booklet, which is available from the firm's Sandusky, Ohio, offices.

### New Electromatic Writing Machine

The Electric Writing Machine Division of the International Business Machines Corporation, Rochester, N. Y., has announced two new products, an Electromatic All-electric Writing Machine, and light indicators for indicating the end of the writing line and the end of the paper.



The new International electric typewriter with end of line and end of page signals.

The new 10-in. Electromatic Writing Machine is specifically designed for great speed and ease of handling correspondence and short forms, such as labels, cards, etc. Like other standard machines, this machine is completely controlled by electricity. Each key on the keyboard is operated by a feather-light touch which releases each motor-controlled type bar.

The light indicators are in two colors—red and green. The red signal lights simultaneously with the ringing of the bell when the carriage nears the end of each writing line. When the green signal lights, it indicates to the operator that she is approaching the end of the paper. This signal appears when the writing line is approximately one inch from the bottom of the paper. The light indicators may be attached to any electromatic writing machine in the entire line of writing machines and equipment.

Complete information is available by writing to the International Business Machines Corporation, at 45 Crouch St., Rochester, N. Y.

### Porter Offers "Peg Board"

Recommended for its developmental and health value is a new climbing apparatus for school playgrounds, known as the "Peg Board." It is a product of the J. E. Porter Corporation, of Ottawa, Ill.

The apparatus provides exercise resembling in principle rope climbing. It consists of a 12 ft. by 12-in. hardwood board securely clamped to a steel pipe set upright in concrete. Two rows of holes are drilled in the board, the holes being 5 inches apart vertically—the rows 9 inches apart. A pair of hardwood pegs shaped to fit the hand complete the set.

Climbing is experienced by the child when he pulls himself upward—from hole to hole—inserting a peg in the hole each time to secure a new "bite." At the top of the "peg board" is a bell which rings—when struck by a child who has reached the top.

Correct descent of the "Peg Board" is simply a reverse of the going-up process. Or, if the child is tired, he may descend simply by wrapping his legs around the board and sliding down. The pegs will hold a load of 450 pounds. The wood is treated with a preservative to prevent warping, splintering, and shrinking. Ground space required is 4 by 6 ft.

The J. E. Porter Corporation manufacture a complete line of recreational equipment—best known of which is the "Jungle Gym" climbing structure.

### Jay W. Gear Appointed Noise Specialist

The Celotex Corporation, 919 N. Michigan Ave., Chicago, Ill., has appointed Jay W. Gear as specialist in the "noise" field. The Celotex Company during the past 15 years has gathered a wealth of experience in the handling of acoustical and noise problems, and has decided to employ Mr. Gear to serve its school patrons in acoustical problems. He was recently in charge of a study of the performance of students in quiet and noisy schoolrooms. The study brought out that nervous fatigue, due to unrestrained noise, is detrimental to human health and efficiency.

### Honor to Herman A. DeVry

On June 2, 1941, Lincoln Memorial University, Harrogate, Tenn., conferred a posthumous Doctor of Science degree upon the late Herman A. DeVry.

Mr. DeVry was given this honor because of his distinguished service in the field of science and invention and for his pioneer work in visual education. The University had recommended the distinction prior to his death.

Accepting the recognition in his honor were Mrs. Ida B. DeVry, widow, Mrs. Emma Carlson, daughter, and Mr. E. B. DeVry, son.

### New Standards for Lead Traps and Bends

The Lead Industries Association has announced new standardized dimensions for plumbing traps and bends to be used in building construction. The new standards include a statement of the purity of the metal, proper thickness, and diameters.



## FIRST-AID KITS FOR SCHOOL BUSES

Under a requirement of the Rural Education Division of the New York State Education Department all new school buses in the Empire State will carry first-aid kits. The buses will be provided with a minor kit, and those carrying more than 20 pupils will carry a minor kit and a reserve kit, which is of approximately one and a half times greater capacity than the minor kit. The minor kit is designed to make first-aid treatment possible to a small number of individuals in the event of an accident. The reserve kit is carried in case of an accident involving more individuals where a physician might be called to the scene of the accident.

In New York State a number of rural school districts require that drivers receive instruction in first-aid treatment.

## BETTER SELECTION AND LONGER RETENTION OF MUSIC TEACHERS

(Concluded from page 26)

or the athletic contests; this is an invalid measure of the educational significance of music.

The matters discussed by no means exhaust the problems connected with the selection and retention of music teachers. They are, however, the more important issues which the administrators must face. In the final analysis, each administrator must decide what he wants of music and then select the teacher who can best bring it about. The issue seems to be closely tied up with the selection of the teacher: Shall he be selected principally for his performing ability or for his leadership? Shall musicianship or social competence be the deciding factor? Many schools turn out teachers that have been educated to believe that the best guarantee of good teaching ability is the possession of a high degree of personal musicianship; others tend to maintain that teachers should have as fine musicianship

as possible but that it matters less what the teacher can himself do musically than how effectively he can get his pupils to apply themselves to the study of music. Which is to be preferred? If a choice must be made between the better musician who cannot teach well and the lesser musician who can teach inspiring, the writer recommends the latter. Still, musicianship is indispensable to good music teaching!

## SCHOOL BUILDING CONSTRUCTION

During the month of May, 1941, Dodge reported contracts let for 335 educational and science buildings to cost \$17,114,000. The report is limited to 37 states east of the Rocky Mountains.

During May in the 11 states west of the Rockies contracts were let for 16 school buildings to cost \$803,000. A total of 34 additional school-building projects were reported in preliminary stages at an anticipated cost of \$1,201,000.

## SCHOOL BOND SALES

During the month of May, 1941, sales of school bonds amounting to \$5,442,150 were reported. The average interest rate was 2.14 per cent.

During the same month refunding bonds, tax anticipation notes, and other short-term paper in the amount of \$5,011,700 were reported.

## PERSONAL NEWS OF SUPERINTENDENTS

● SUPT. EARL G. MILLER, of La Salle, Ill., has been re-elected for a three-year term.

● LEWIS FLINN, of Orion, Ill., has been elected superintendent of schools at Mansfield.

● WILLIAM E. KINGSOLVER, of Winchester, Ky., has been elected superintendent of the Post School at Fort Knox, Ky.

● ROGER GREENAWALT, of Cutler, Ind., has been elected superintendent of schools at Carrollton.

● SUPT. EARL LANCASTER, of Corunna, Mich., has been re-elected for another term.

● SUPT. J. M. CONAT, of Lambertville, Mich., has been re-elected for the next year.

● JAMES WALTON has been elected superintendent of schools at Sterling, Ill., to succeed O. A. Fackler.

● SUPT. CHARLES BRUNER, of Kewanee, Ill., has been re-elected for another three-year term.

● SUPT. ROBERT T. BAPT, of Buffalo, N. Y., has been re-elected for a new six-year term.

● L. C. CURRY has been re-elected superintendent of schools at Bowling Green, Ky.

● SUPT. R. E. FILDES, of Springfield, Ill., has been re-elected for another year.

● DONALD L. SHARPE, of Oneida, Ill., has been elected superintendent of schools at Knoxville, to succeed V. L. Harris.

● SUPT. FRANK L. WILEY, of Cleveland Heights, Ohio, has been re-elected for another five-year term.

● RALPH S. LANHAM, of New Matamoras, Ohio, has been elected superintendent of schools at Mt. Victory.

● SUPT. CLAUDE J. SHUFELT, of Morrice, Mich., has been re-elected for the next year.

● H. M. TAULBEE, of Webb, Iowa, has been elected superintendent of schools at Gladbrook.

● SUPT. C. J. SULLIVAN, of L'Anse township, L'Anse, Mich., has been re-elected for another year.

● WILLIAM C. KVARACEUS, educational consultant at Brookton, Mass., has been given a leave of absence to accept an assistantship in the graduate school of Harvard University.

● SUPT. FRANK CODY, of Detroit, Mich., who announced his retirement, effective with the close of the school year in June, will continue in service for the coming year. The board of education refused to accept the resignation.

● MR. BONNER FRIZZELL, who has completed 22 years as superintendent of schools at Palestine, Tex., has been unanimously re-elected for a three-year term.

● CLARENCE DITTMER, Mankato, Minn., has been elected superintendent of schools at Bigelow.

● SUPT. C. I. CLARK, of Stambaugh, Mich., has been re-elected for another year.

● SUPT. H. O. PETERSON, of Linn Grove, Iowa, has been re-elected for his eighth year.

● SUPT. A. A. SCHOFFEN, of Tekoa, Wash., has been re-elected for another year.

● PAUL J. STEFFENSON, of Backus, Minn., has been elected superintendent of schools at Walker.

● SUPT. WISE, of New London, Iowa, has been re-elected for a three-year term.

● SUPT. URBAN HARKEN, of Edgewood, Iowa, has been re-elected for a three-year term.

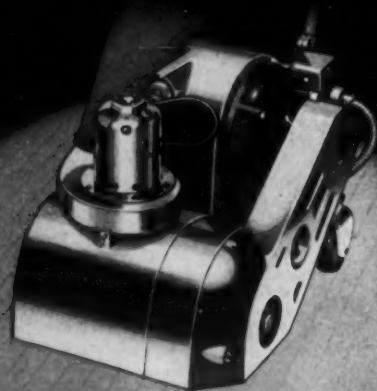
● MR. B. RUMBLE, of Shellman, Ga., has been elected superintendent of schools at Montezuma.

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